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ABSTRACT

This guide offers school agencies and community-based organizations assistance in developing effective preparation for parenthood programs for teenagers. The contents of the guide represent the culmination of a nationwide program, Education for Parenthood (EFP), whose major purposes include: (1) providing teenagers with the opportunities to develop more positive attitudes about children and parenting; (2) improving teenagers' self-awareness and self-understanding; (3) increasing teenagers' knowledge and skills about the course of child development; and (4) familiarizing teenagers with child-care possibilities and requirements. The guide includes information about seven national voluntary organization demonstration programs in parenthood education; an overview of the evaluation of these programs; detailed information about materials and specific experiences available pertaining to parenting concepts; and guidelines on how to develop and implement an EFP program. The guide can be used as a training workbook. (Author)

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Education for Parenthood
A Program, Curriculum, and Evaluation Guide

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EDUCATION FOR PARENTHOOD: A PROGRAM, CURRICULUM, AND EVALUATION GUIDE

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THE PURPOSE

This *Education for Parenthood: A Program, Curriculum, and Evaluation Guide* has been prepared to assist school agencies and community-based organizations in developing effective preparation for parenthood programs for the teenagers they serve. The *Guide* has been designed to provide general information about Education for Parenthood demonstration programs; an overview of the evaluation of the programs; detailed information about materials and specific educational experiences available pertaining to parenting concepts; and helpful guidelines on how to develop and implement an Education for Parenthood Program. For your convenience, this *Guide* can be placed in a three-ring binder and used as a workbook.

FOREWORD

This "Education for Parenthood Program, Curriculum and Evaluation Guide," represents the culmination of six years of development, demonstration, dissemination and utilization efforts regarding parenting education materials and activities for adolescent boys and girls.

The Education for Parenthood Program has been a cooperative effort of the Administration for Children, Youth and Families, the U.S. Office of Education, and the National Institute of Mental Health. The Program has focused national attention on the need for adolescents to have formal instruction and actual experience in working with young children so as to answer their questions about children and parenthood; to improve their competence as prospective parents; and to prepare them for possible careers in working with children.

Our experience over the past several years have clearly shown that opportunities for parenting education should be provided to all teenage boys and girls through programs developed and sponsored at the local level by both school and non-school agencies, under the leadership of properly trained personnel. It is hoped that this guide will inspire and assist communities to expand and implement such programs, selecting and adapting from this wide-range of proven materials and activities those which they believe will best meet local needs.

Although the Education for Parenthood Program was initially aimed at youth, the materials and activities developed are being used in a variety of ways, including the preparation and inservice training of child care workers, as part of outreach programs in home-based settings, in the preparation of foster care parents, as orientation courses for undergraduate college and university students majoring in various subject areas, and in the area of child abuse and neglect -- both as an anticipated preventive measure as well as material to be used with parents currently participating in rehabilitative activities.

Recognition is given to E. Dollie Wolverton of the National Center for Child Advocacy and W. Stanley Kruger of the U.S. Office of Education, who have provided diligent and creative leadership throughout this effort. There is no doubt that Education for Parenthood "is an idea whose time has come."

Helen V. Howerton

Helen V. Howerton, Chief
National Center for Child Advocacy
Children's Bureau

Frank Ferro

Frank Ferro, Associate Chief
Children's Bureau

ACKNOWLEDGEMENTS

This *Guide* would not have been possible without the collaborative effort and cooperation of everyone involved in the Education for Parenthood Project described herein. To begin, E. Dollie Wolverton, ACYF Project Officer, provided substantial contributions throughout the *Guide's* development in addition to critiquing the working drafts. W. Stanley Kruger, Office of Education, DHEW, contributed greatly to the development of the parenting concepts and the format for presenting them. Ray Rackley, ACYF Project Officer, contributed to the *Guide* through his able assistance in the evaluation activities. Especially important was the encouragement and support given by Duane Ragan, former OCD Project Officer. His leadership during the first three years of the Project provided the direction and motivating force for the completion of the *Guide*.

The Education Development Center contributed significantly to the development of the parenting concepts and to the overall development of the *Guide*. Especially helpful were Marilyn Clayton Felt, Susan Thomas, and Dennen Reilley.

No project of this scope can be accomplished without a staff dedicated to doing the very best job possible. Without the extra effort put forth by the evaluation staff, especially the clerical, data processing, and graphic design staff, this *Guide* would not have been possible. A list of the evaluation staff can be found in Appendix C.

The national administrative staff of the participating National Voluntary Organizations are commended for providing the encouragement and support necessary for programs to be developed and evaluated. They also recognized the need for assistance by other organizations and agencies in developing parenting education programs for youth and provided valuable information and suggestions concerning administrative matters which are necessary to successfully implement Education for Parenthood on a national basis.

The numerous site directors, group leaders, and resource persons who worked with the teenagers directly readily shared their ideas and experiences about parenting education for youth. We hope most of the ideas and experiences are reflected in the pages to follow.

Joan Licursi, J. Lynne Richardson, Elma Phillipson Cole, Brian Archimbaud, Gola Tatum, Alfred James, and Cheri Aho of the Education for Parenthood Curriculum Development Committee provided the stabilizing force to finally pull together all of the ideas, parenting concepts, and materials in a meaningful way. Each member unselfishly donated hours of time reviewing, classifying and reclassifying materials. Each also completed the hundreds of other tasks necessary in the development of a resource book like this *Guide*.

The thousands of teenagers who participated in the Project had a significant impact on the development of the *Guide* by letting us know that they need and want more information and skills regarding children and parenthood. In effect they were saying:

"If you want us to be good parents someday, please show us the way."

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EDUCATION FOR PARENTHOOD: THE CONCEPT

WHAT THREE THINGS MAKE A GOOD PARENT?

"Understanding the child. The child is a person with certain ways of doing things. It is wrong to raise a child to be just like yourself."

"Having a good education so you will be aware of things. If you don't know anything, you can't help your child learn and know things."

"Love."

EfP Teenage Participant

THE CONCEPT

In 1972, the National Center for Child Advocacy, Children's Bureau, Office of Child Development, in cooperation with the Office of Education and the National Institute of Mental Health, launched a nationwide program called Education for Parenthood (EfP). The major purposes of the program are to provide teenagers with the opportunities to develop more positive attitudes about children and parenting; to improve their self-awareness and self-understanding; and increase their knowledge and skills along the following dimensions:

- *The course of child development.*
- *The social, medical, and emotional needs of children.*
- *The family's role in child development and socialization.*
- *The important factors in prenatal care and the early months of infancy.*
- *Child care career possibilities and requirements.*

Education for Parenthood is intended to supplement, rather than replace, any parenthood training young people receive at home, and to strengthen the family as the most important influence on a child's life. Since its inception, the Education for Parenthood Program has helped many schools and voluntary organizations to set up programs to teach adolescents about child development, to give them experience working with young children, to answer their questions about children and parenthood, and to prepare them for possible careers in working with children.

The overall Education for Parenthood Program has three major components:

Development of Parenthood Education Curricula for Schools

1 In the beginning a Children's Bureau grant was awarded to the Education Development Center to develop and evaluate a comprehensive curriculum on child development for students in grades 7 through 12. The title of this course is *Exploring Childhood.* Additional financial support was provided by the National Institute of Mental Health.

The *Exploring Childhood* course combines classroom instruction with practical experience, working with children in Head Start programs, day care centers, nursery schools, parent cooperatives, and kindergartens. It is a one-year course for teenage boys and girls adaptable to the needs of adolescents of varied cultural backgrounds. Students spend part of their time in classes learning about child development, family relationships, and childrearing practices in different cultures. Then several additional hours a week, the students work directly with children in child care centers, under the supervision of a preschool teacher. A variety of materials are used, including workbooks, films, and audio-cassettes. In addition to the student materials, the curriculum includes teacher guides and a manual for school administrators, with suggestions on organizing a parenthood education program, arranging transportation, and developing sources of funding. To assure quality control and maximize effectiveness, a complete evaluation of program and materials was conducted by the Education Development Center. Program effectiveness was measured by comparing experimental group outcomes with those of a control group.

The curriculum is now being used in over 2,300 schools, 350 colleges and universities, and about 400 community agencies throughout the country and also in 38 sites in foreign countries. An *Exploring Childhood* catalog describes materials available for the course, including recently prepared units on subjects such as infancy, children with special needs, families under stress, and single parenthood. The catalog also includes information on teacher training workshops. Evaluation reports are also available. For more information about the *Exploring Childhood* program and evaluation contact:

Education Development Center
55 Chapel Street
Newton, Massachusetts 02158 (617) 969-7100

Development of Parenthood Education Programs in Non-School Settings

2

In 1973, the second phase of the Education for Parenthood Program began. Seven national voluntary youth-serving organizations were awarded three-year grants to conduct a variety of pilot parenthood education projects for teenagers in non-school settings. The organizations receiving the grants were:

Boy Scouts of America
North Brunswick, New Jersey 08902
(201) 249-6000

Boys' Clubs of America
771 First Avenue
New York, New York 10017
(212) 557-7755

National 4-H Club Foundation of America
Room 6002, South Building
14th & Independence
Washington, D.C. 20250
(202) 447-5587

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6900

National Federation of Settlements and Neighborhood Centers
232 Madison Avenue
New York, New York 10016
(212) 679-6110

Salvation Army
120 West 14th Street
New York, New York 10011
(212) 243-8700

Save the Children Federation
Appalachian Program
P.O. Box 319
Berea, Kentucky 40403
(606) 986-3901

These National Voluntary Organizations have developed innovative ways of providing teenagers with information about child development and family life. They have employed seminars, rap sessions, family living skill books and films and have involved volunteer leaders and professionals from the community. Under supervision, teenage boys and girls of varied economic and cultural backgrounds have worked with children in child care centers, day camps, and hospitals. In some of these projects, teenagers have visited the homes of preschoolers and their parents, bringing educational toys and materials. In other projects, teenage boys and girls have been trained as babysitters, companions to handicapped children, or counselors in summer day camps. Demonstration programs have been conducted in over 300 local chapters and sites of the seven national organizations.

An additional five-year grant was awarded to Behavior Associates in order to provide for a comprehensive and meaningful evaluation of the National Voluntary Organization projects. A major goal now is to use the information gained from the evaluation of these projects to develop effective Education for Parenthood models which can be easily used by other interested organizations. This *Guide* is one step in that direction. An overview of the evaluation can be found in the section of this *Guide* entitled, "The Evaluation." The complete evaluation can be obtained from:

Behavior Associates
330 E. 13th Street
Tucson, Arizona 85701
(602) 792-3670

Provision of Technical Assistance by the Office of Education

3 Since no single parenthood education course can meet the needs of every community, the Office of Education is providing information on a variety of approaches that schools and voluntary organizations can use in designing their own programs. The agency is serving as a clearinghouse for information about available parenthood education curricula and materials. The Office of Education is also providing technical assistance to local school systems and agencies desiring to establish parenthood education programs. This assistance may consist of providing illustrative materials and information regarding producers of materials in the field, or may involve consultation, review of proposed programs, and referrals to possible sources of Federal funding. For more information about technical assistance by the Office of Education contact:

Parents/Early Childhood and Special Programs Staff
U.S. Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202
(202) 245-8118

EDUCATION FOR PARENTHOOD:

THE DEMONSTRATION PROGRAMS

"Before I went in I thought I'd get married right away and have children. Now, I want to wait until I'm mature enough to be a good parent."
EfP Teenage Participant

THE DEMONSTRATION PROGRAMS

There has been a common goal in the Education for Parenthood programs; namely, to provide youth with experiences and information pertaining to parenting in order to better prepare them for their potential roles as future parents. Even so, the seven National Voluntary Organizations have looked at the meaning of "preparation for parenthood" from different viewpoints, resulting in a rich and varied array of parenting concepts, training approaches, and parenting materials.

To familiarize the reader with the different National Voluntary Organizations' demonstration programs, a description of each program is presented in this section. First, an overall description of each program, including information about the participants, is given. Then, more detailed information about the programs on a comparative basis is presented, relative to the following questions:

- What were the primary purposes of each training session?
- What training approaches were used?
- What kind of practical experience did the youth receive?
- Where did the training take place?

Materials developed and/or used by the National Voluntary Organizations as well as *Exploring Childhood* materials are presented in the section entitled, "The Materials Matrix."

OVERALL PROGRAM DESCRIPTIONS

Boy Scouts of America

The Boy Scouts' (BSA) Education for Parenthood Program has three major components:

- An emphasis upon careers in child care areas (Exploring Childhood[1]).
- A short learning experience about children and family dynamics (Seminar Package).
- Publications dealing with family and community living, communication, etc. (Skill Books).

Exploring Childhood

The Boy Scouts' Exploring Childhood program is conducted within and modeled after the Boy Scouts' career-oriented Exploring Division. The Exploring Division provides teenagers with a better understanding of a career area through actual field experience with professionals who work in various careers or specialties. This is accomplished by establishing Explorer Posts at agencies, offices or colleges, in particular career areas such as law enforcement, medicine, law, and the like. The major emphasis of the Boy Scouts' Education for Parenthood Program is upon careers in child care areas. Several Exploring Childhood pilot sites were established in Bergen Council, New Jersey, to test the concept before introducing the new career area nationally. At these sites, Exploring Childhood Posts were established in high schools, community agencies such as day care nurseries, child care centers for the emotionally disturbed, and associations and agencies dealing with the mentally retarded or multiply handicapped child. Post advisors were faculty or staff of the participating agencies. Training and coordination were provided by the Education for Parenthood Program staff.

On a national basis, Exploring Childhood Posts are being established in schools, child care agencies, mental health facilities, and similar organizations where Explorers are given the opportunity to observe and work with child care professionals. To supplement the field work experience, regular meetings with child care professionals are also provided.

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[1] Although the Education Development Center originated the term *Exploring Childhood* for its curricula, the Center gave the Boy Scouts of America permission to also use the title since it seemed to be a natural for its Exploring program. However, the programs are quite distinct and should not be confused with one another.

Seminar Package

Also developed at the Bergen Council, and now ready for national distribution, is a unique, three-hour Exploring Childhood Seminar Package utilizing slide/tape shows, group discussions, role playing, panel discussions, and a self-correcting evaluation measure about children and family dynamics. An interesting feature of the Seminar Package is that Explorers were not only involved in the development of the Package, but also are the primary individuals involved in conducting the training programs.

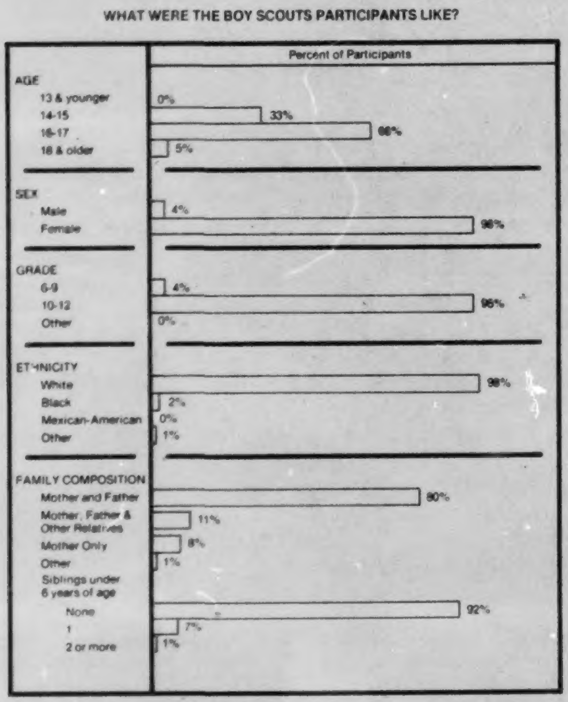
Skill Books

As part of the overall Education for Parenthood national effort, the Boy Scouts have also developed a new series of Skill Books dealing with topics such as family and community living, cooking, communication, and first aid. Skill Books are prepared as an option to the traditional *Boy Scout Handbook* and are designed for low-income Scouts or those with poor reading skills. Six Skill Books are now being distributed with six more in the planning stage. Teacher and Scout Leader Guides have also been prepared as adjuncts to the books. Through these publications, parenthood education concepts are being emphasized throughout the organization.

Participants

The mean age of the teenagers in the Boy Scouts' Exploring Childhood Program was 15.4 years. Rather surprisingly, a large majority were female (96%). In addition, a large majority were enrolled in grades 10-12 (96%), were White (98%), lived with both mother and father (80%), and had no siblings under six years of age (92%). Participant characteristics are summarized in the following graph (Figure 1).

FIGURE 1.



Boys' Clubs of America

From three pilot Education for Parenthood sites and 400 teenage participants in the first year of operation, to 20 sites and almost 1,000 teen participants in the third year, the Boys' Clubs of America (BCA) have rapidly expanded their interest in preparing youth for parenthood.

The core concept in the Boys' Clubs' Education for Parenthood Program is an approach called Help-A-Kid (HAK). HAK is designed for use in training older Boys' Club youth to develop skills and knowledge which are useful for assisting them in their work with younger Boys' Club children, and in their activities with other children in their communities. There are several major objectives of the HAK program, some or all of which are pursued by the various Boys' Clubs involved. The major objectives are:

- To enhance teenagers' knowledge of themselves.
- To provide them with an understanding of others, especially younger children.
- To increase their awareness of the importance of family influence.
- To help them gain a better understanding of the responsibilities of parenthood.
- To broaden their knowledge of factors influencing child development.
- To provide the opportunity to explore careers in working with children.
- To help participants learn skills of working with children.

A unique aspect of this program is the involvement of the teens with the staff in actually planning and coordinating the activities and training. In order to facilitate the achievement of the objectives, numerous and varied individual activities are designed as part of the HAK program, from which individual clubs could select the activities which best suited their needs. The primary activities in the HAK program are:

Junior Staff In-Service Training Program

This component is designed for use by staff in training the teenage program staff to improve and expand their skills in working with children. In addition to developing their child interaction skills, this program is aimed toward "humanizing" teens for their future lives, helping them develop feelings of self-worth and improving their youth leadership skills.

Values Clarification Rap Groups

In this component teens meet with staff in an open discussion of issues of concern to today's youth. Major topical categories include: Self-awareness and roles we assume; adolescents and sexuality; contemporary lifestyles; parenthood, families and children; and life issues and social concerns. The objectives of this component are to increase teenagers' knowledge of themselves, improve their decision-making capabilities, increase their understanding of their value systems and broaden their appreciation for and acceptance of divergent viewpoints.

Human Survival Training

In this program the focus is on practical skills for child-rearing and homemaking. The teens involved have the opportunity to develop positive attitudes toward parenthood roles, to strengthen beliefs in themselves as competent adults, to change and alter sex role stereotypes as they relate to certain aspects of family life, and to develop a solid understanding of their own parents and the responsibilities of adult life.

Mini-Grants

The Boys' Clubs' Education for Parenthood Program includes other important dimensions. In the third year of operation, ten Boys' Clubs received "mini-grants" from the Boys' Clubs' National Office to establish their own individualized versions of Education for Parenthood. These Clubs were stratified across the nation and included such innovative programs as improving the communication and parenting skills of young adults through their involvement in an art program for young children, a family life education program in which teens were counseled in parenthood preparation through field experiences, formal training sessions, informal counseling and group discussion, and a program in teaching behavior management, problem solving and child development skills to adolescents who then taught those same skills to elementary-age children.

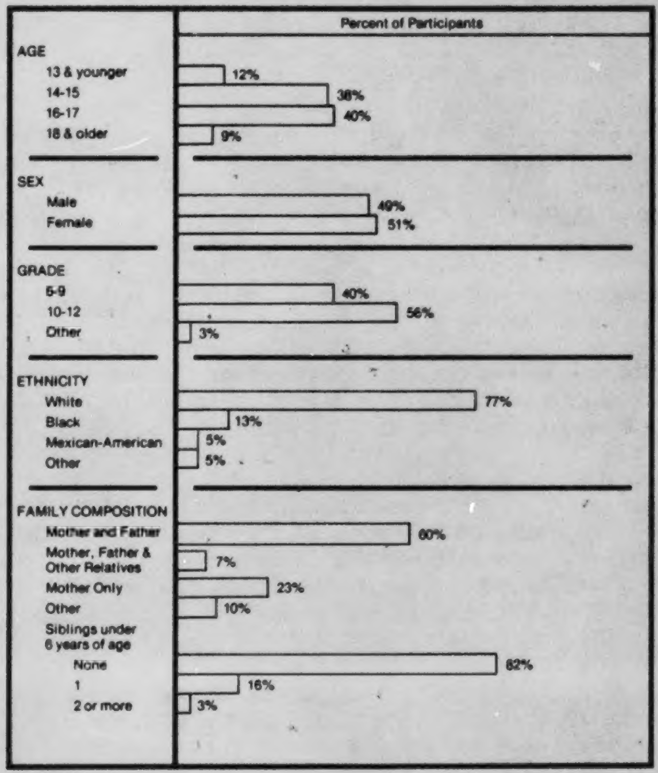
The Boys' Clubs' Education for Parenthood effort also focuses on providing the skills of Dr. Thomas Gordon's *Parent Effectiveness Training* for youth workers from 34 Clubs in order to help teens learn needed family communication techniques.

Participants

The mean age of the teenagers involved in the Boys' Clubs' Help-A-Kid and related Education for Parenthood Programs was 14.8 years with a near equal mix of males and females. The majority (77%) were White, enrolled in grades 10-12 (56%), lived with both a mother and father (60%), and had no siblings under six years of age (82%). Participant characteristics are summarized in the following graph (Figure 2).

FIGURE 2.

WHAT WERE THE BOYS' CLUBS PARTICIPANTS LIKE?



National 4-H Club Foundation of America

National 4-H Club Foundation of America (4-H) implemented Education for Parenthood programs in a variety of ways and in four different geographical areas; i.e., Texas; Minnesota; Riverside, California; and College Park, Maryland. The general goals for these programs are quite similar, though there are many variations in emphasis and in techniques for reaching the goals. The major goals include:

- Achieving self-understanding and self-knowledge.
- Achieving understanding of parenting and other adult roles.
- Acquiring knowledge of traditional and alternative family lifestyles.
- Gaining knowledge of prenatal and child development.
- Gaining field experience in interacting with and teaching young children.
- Learning about normal child behavior and the behavior and development of handicapped children.
- Improving human relationship skills.
- Learning about pregnancy, conception, and contraception.

Teens Explore Parent Education (TEPE)

The program in Texas, Teens Explore Parent Education (TEPE), is designed to use a group discussion or informal "rap" approach. The teens are recruited through the school system and the media, and youth, so recruited, are then led by a volunteer adult through a series of seven group sessions. Adult leaders receive a very detailed set of materials including session guidelines, activities written for participants, and a bibliography. These same materials are also suitable for individual 4-H projects and for program presentations.

Growing Together and Parenting and Childhood Education (PACE)

There are two major types of 4-H programs in Riverside, California. Growing Together is designed for pregnant teenage girls to help prepare them for motherhood. The approach is to pair a young volunteer, who is already a mother, with a pregnant teenager. The volunteer acts as a friend, confidante, and big sister to the teenager in a one-to-one relationship. A manual entitled *Growing Together* is used by the volunteers in conjunction with training and support from the 4-H Education for Parenthood staff.

Another Riverside program is the PACE project. Again, trained volunteer adults are used (often college students), but in the role of small group leaders who meet weekly with adolescents to discuss parenting concepts, family life, and adult roles. Usually ten sessions are held and a variety of techniques are used, including informal discussion, role playing, audiovisual presentations, field observations, participation in child care settings, and talks by resource guests representing various lifestyles.

College Park, Maryland Program

The College Park, Maryland site utilizes a variety of approaches for educating teens for parenthood. For example, one program trains both teens and adults to be babysitters for retarded children. In another, junior high students are trained to work as volunteers with infants and preschool children in nursery school settings. A third approach involves a summer program which is a cooperative venture between the 4-H Education for Parenthood Program and various other community agencies. In this program adolescents are recruited to volunteer for summer work with preschool-aged children in day care centers. The youth begin their summer child-care experience by attending a full day training workshop. They are then given individual placements in local cooperating day care centers. In addition to their work in the centers, the adolescents meet in a series of weekly group meetings to discuss their work and to resolve specific problems encountered.

Teenagers Learning about Children (TLC)

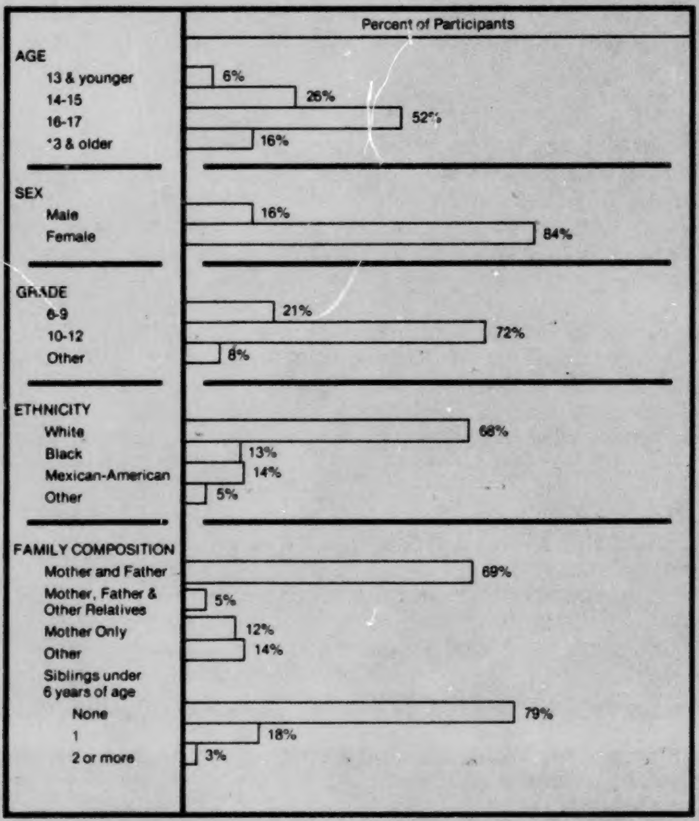
The 4-H in Minnesota implement a peer-leader model of parenthood education called Teenagers Learning about Children (TLC). The TLC program is designed to help adolescents learn to teach other adolescents about human development, child care, family life and basic interpersonal skills. These teen "coordinators" receive intensive training and usually work with professional adult support teams (some volunteer, some paid). The teen-led groups usually meet for about 12 sessions in either school or community agency settings. A training workshop model and related manual were developed to provide intensive training for the teen leaders and for adult resource persons. Also developed was a program and materials for younger children (9-15). This program can be led by either adults or teens.

Participants

The mean age of the teenagers participating in the several 4-H Education for Parenthood Programs was 15.5 years with the large majority being females (84%). Most were enrolled in grades 10-12 (72%), were White (68%), lived with a mother and father (69%), and had no siblings under six years of age (79%). Participant characteristics are summarized in the following graph (Figure 3).

FIGURE 3.

WHAT WERE THE 4-H PARTICIPANTS LIKE?



Girl Scouts of the U.S.A.

The Girl Scouts' (GSUSA) Education for Parenthood Program has two major components. One is the National Headquarter's general effort to involve youth and adults throughout the country by encouraging the incorporation of parenting education in their general programming. The other component consists of in-depth demonstration projects in several different geographical locations in the nation. Major emphases have been on learning by doing, learning through cross-age interaction, and learning through community interaction.

The Girl Scout Education for Parenthood Project is very much an activity-oriented program with the content designed to encourage teenagers and adult leaders to learn by problem solving. The goals of the program are organized around three major areas: child development, family life, and adolescent self-awareness and growth. In addition, career exploration is an integral aspect of many programs.

Child Development Guide and *Family Living Guide*

Two major publications were developed through the Education for Parenthood Project and these serve as the basic foundations for parenthood education programming. Both guides are published in an English and a Spanish version. The *Child Development Guide* was developed in leader's and girl's versions, and includes activities and suggested projects which focus on building skills in decision making, group sharing, researching, and working with children. The second major publication, the *Family Living Guide,* and accompanying leader pamphlet, provide activities and "how to" projects to encourage teenagers to explore the role of the family in human development.

Using the materials as developed by the National office, more than 200 Councils across the nation have implemented Education for Parenthood programs. In addition, in-depth demonstration projects are conducted in six different geographical areas. These projects provide successful troop program models in both child development and family living, using GSUSA's materials with three Scouting-age levels. The demonstration projects utilize a variety of approaches and techniques, and provide learning opportunities for individuals, community agencies, and Girl Scout Councils at the same time program models are being tested and evaluated. Demonstration projects are conducted in such diverse settings as residential treatment centers and on Indian reservations. A good deal of emphasis is placed on coordinating and collaborating with local community agencies.

Types of programs include education programs in the schools, Girl Scout programs such as day camp aide, babysitting clinics, and teaching folk dancing to children. Family enrichment programs, human sexuality programs, and training teens as sitters for the handicapped have been other innovative demonstration approaches to parenthood education. Another demonstration program involves the simultaneous training of adolescents and their parents in effective parenting skills, and in human growth and development. Many of these demonstration projects provide practical experiences in child care settings.

At the national level, these varied approaches to program development and delivery are expected to support the incorporation of Education for Parenthood into mainstream Scouting.

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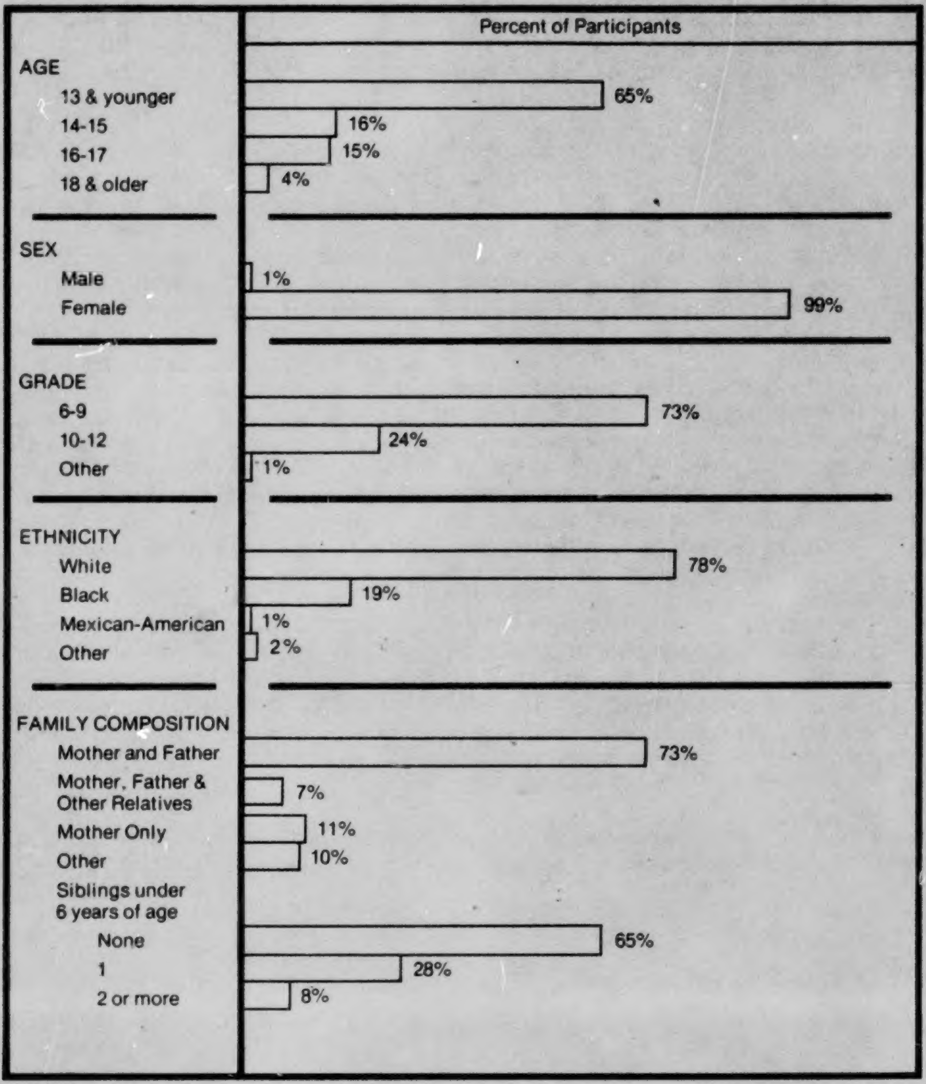
Participants

The mean age of the participants in the Girl Scouts' Education for Parenthood programs was 12.5 years with nearly all of them being females (99%). A large majority were enrolled in grades 6-9 (73%), were White (78%), lived with a mother and father (73%), and had no siblings six years or younger (65%). Participant characteristics are summarized in the following graph (Figure 4).

FIGURE 4.

WHAT WERE THE GIRL SCOUTS PARTICIPANTS LIKE?



National Federation of Settlements and Neighborhood Centers

The National Federation of Settlements and Neighborhood Centers' (NFS) program called Preparing Teenagers for Parenthood (PTP), was developed to meet the needs of a "high risk" population of teenage youth. These youth are from predominantly low-income families located in socioeconomic environments known to preclude the positive growth and development of many youth.

Some of the needs identified and addressed by the PTP programs include the need for teens:

- To develop positive self concepts.
- To improve and enhance basic language communication skills.
- To strengthen and improve self-insight and reality testing abilities.
- To develop interpersonal and group interaction skills.
- To improve basic decision-making abilities.

With the above objectives in mind, each PTP program deals with a variety of concepts and content areas. Because of a great need for many of the PTP teens to know and understand basic facts about human sexuality, all PTP programs deal with this issue in their group and individual meetings. In addition, the PTP programs, which are located in five cities across the country, attempt to increase the knowledge of the participants in such related areas as the medical, social, and emotional aspects of pregnancy, prenatal development, and childbirth.

Another major area which is extensively dealt with is child development. All PTP programs attempt to communicate to the teens some of the basic facts about the social, emotional and physical development of children. Many of the teens have the opportunity to explore various career opportunities related to child care and to experience the care and education of young children through field-work in child care and preschool centers.

Many of the participants are also encouraged to become involved in a program of sharing or communicating the knowledge and skills which they have learned in the PTP program, with other members of the community. This proves to be beneficial both to the community and to the teens who participate in the program.

The methods and techniques by which the PTP program goals and objectives are achieved primarily involve the use of group discussion. Because many of the participants initially lack appropriate verbal communication skills in group settings, the beginning sessions often involve structured question-and-answer periods. Over time, the staff and the participants come to know one another and the group discussion evolves into informal rap sessions.

All PTP programs make extensive use of films, guest speakers, audiovisual aides, demonstrations, and observation field trips. In all presentations the skill and expertise of the group leader is viewed as paramount to a successful meeting. An effort is always made to locate and utilize the most capable person for a given topic area.

Another method for implementing program curriculum is the involvement of the participants in some form of task or activity. Tasks range from the relatively simple, such as preparing nutritional snacks, to the more complex practical experience of working with and teaching young children.

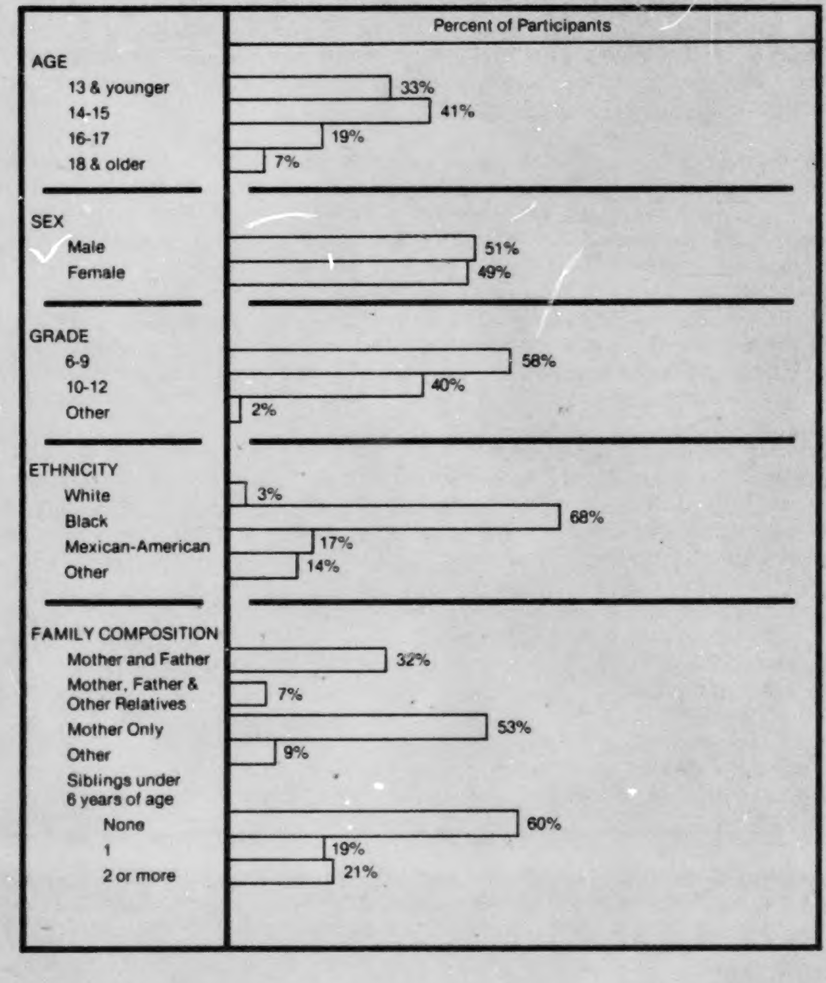
Last, in order to facilitate the participation of the teens in the PTP program, each group employs a strong and interesting social calendar. The social activities are intermixed with the structured learning tasks to maximize interest. Some of the most common activities include refreshments, group outings, attendance at sports or entertainment activities and, of course, parties. Regardless of the method used to prepare teens for parenthood, an effort is usually made to place the content within the context of the ethnic/cultural background group of the teens in the various PTP programs.

Participants

For the participants in the National Federation of Settlements and Neighborhood Centers' Preparing Teenagers for Parenthood program, the mean age was 13.6 years with a near equal mix of males and females. Most were Black (68%), enrolled in grades 6-9 (58%), lived with their mothers only (53%), and had no siblings under six years of age (60%). Participant characteristics are summarized in the following graph (Figure 5).

FIGURE 5.

WHAT WERE THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS PARTICIPANTS LIKE?



The Salvation Army

The Salvation Army's (SA) Education for Parenthood Program has been of sufficient variety and scope to have touched a large number of young people newly served by The Army, in addition to those teens who are already a part of their established youth development programs. Program emphasis, materials and methodology are geared to the general goals of the different youth groups within The Army, but the course content in all programs includes many of the same basic elements. All programs aim to provide participants with opportunities for personal growth through self awareness, along with some practicum experience with younger children. Knowledge about child growth and development, and information concerning the responsibilities and obligations of parenting have also been presented to all groups with the aim of helping teens make informed decisions about becoming parents. Parenting concepts are taught through group discussions, "hands on" experiences with young children, role playing exercises, interviewing parents of young children, rap sessions, planned observations, films and journal keeping.

Many young people served by The Salvation Army come from low-income, less-chance homes where they may have had little exposure to good parenting. Their factual knowledge about how a child grows and develops and the economics of parenthood is limited. Self-esteem often needs building as do work skills.

The Salvation Army's primary emphasis is on program design and materials selection rather than new materials development. A large variety of materials including films, slides, reading materials, packaged programs, etc. has been gathered from a wide variety of sources so the needs of the individual groups can be met.

Three of the Education for Parenthood programs were developed for structured units of The Salvation Army. The Corp Cadet program, which serves teenagers who are expected to become future leaders in religious work, emphasizes the personal growth theme. The Home League program, which is designed primarily for young women, stresses child development and the family as a unit. Teenage girls, who are members of local Senior Guard troops and teenage boys who are invited to take part, participate together in a comprehensive educational program aimed at gaining an understanding of children's growth, development, and behavior.

Other Salvation Army programs are designed for use by a variety of youth groups served by The Army. Troubled teens in institutional settings concentrate on gaining self-understanding and then are exposed to the role of parenting through practicum experiences with younger children. Teens who are potential employees of the Neighborhood Youth Corps, are given special training in child care before working as day camp staff, and camp counselor aides for live-in summer camps receive in-depth training and experience with younger children.

In residential maternity homes for unmarried teens, the program emphasis is practical in nature and provides the participants with information about child care procedures, community resources, legal matters, and coping techniques. Teenagers living in these homes learn to deal with children's behavior, and learn about the role of parents. In another program, for teenagers who are residents in a children's home, provision is made for small groups of teens to spend an evening in the home of a family and participate in a family rap session.

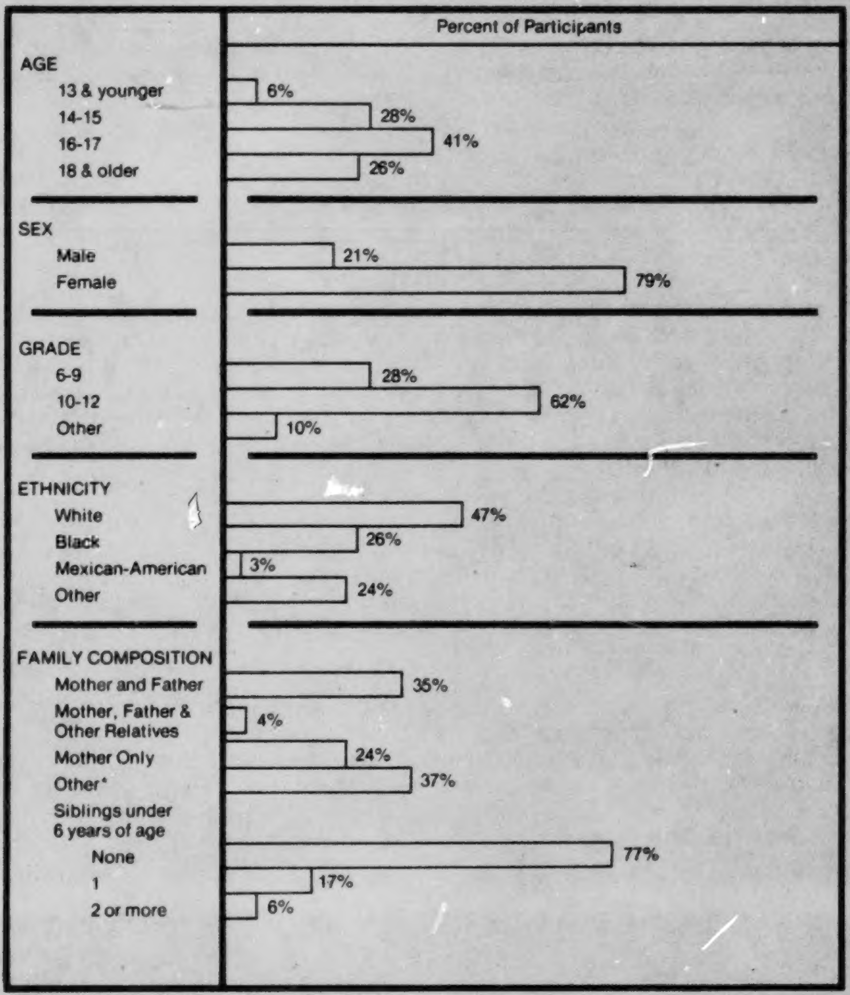
As for overall program outcome, The Salvation Army Administrators have found the impact to be of sufficient importance to warrant incorporating the Education for Parenthood Program into on-going youth programming.

Participants

The mean age for participants in The Salvation Army's various Education for Parenthood programs was 15.7 years with the majority being females (79%), enrolled in grades 10-12 (62%). Forty-seven percent were White, 26% were Black, and 24% were "Other" (primarily Puerto Rican). Thirty-seven percent lived in Salvation Army residential settings, while 35% lived with a mother and father, and 24% lived with mother only. Most did not have siblings under six years of age (77%). Participant characteristics are summarized in the following graph (Figure 6).

FIGURE 6.

WHAT WERE THE SALVATION ARMY PARTICIPANTS LIKE?



*Primarily Salvation Army residential settings.

Save the Children Federation

Since its founding in 1932 for purposes of aiding the children of Kentucky coal miners, the Save the Children Federation (SCF) has aided parents and children throughout the United States and in sixteen foreign countries. The Teenagers as Child Advocates Program (TACA) which is the primary thrust of the Education for Parenthood Program, reflects the Federation's origins in that it was developed in response to the special needs and conditions of rural Appalachia. The program originated in Harts Creek, West Virginia, where Save the Children Federation was participating in programs for preschool children and their families operated by the local Parent and Child Center.

Harts Creek is clearly representative of conditions common to Appalachia in general. There are no recreation facilities for teenagers beyond those provided by the local high school. Transportation other than the school bus is limited. There are, of course, few employment opportunities for teenagers and many drop out of school, marry young, and have early families.

About six hours per week over a total of nine weeks are devoted to classroom instruction. Instruction takes place outside of regular school hours, usually in a Save the Children Federation Community Center. Sessions are varied and cover many details of child development, practical techniques of child rearing and teaching, and family life. Instruction is provided by local child development personnel supplemented by outside consultants where necessary and possible.

Variation in training formats is recommended and include discussion and rap sessions, demonstration, lecture and presentations by local resource people, values clarification, films, and role playing. Observation and participation in local child development programs is emphasized during training and participants are encouraged to set aside one hour per day for this experience. This usually occurs in the local Parent and Child Center, the Head Start Center, or the kindergarten classroom.

An important feature of the TACA program is the major field placement which comes at the end of the training period. Participants go into homes of local families and work with the infants and toddlers along with the parents. Effort is made to select two-parent homes whenever possible. It is suggested that the teenagers themselves select the child and the family and that they choose one within walking distance of their own homes. The teenagers explain the goals and purposes of the program to participating parents. A regular visiting schedule is arranged which is convenient for the family and teenagers, and both parents are encouraged to be at home. Materials and toys are left with the parents so that demonstrated activities can be continued during the absence of the visiting teenager.

Students are selected for the program primarily through the local high school with the assistance of counselors and instructors. Efforts are generally made to select recent and potential dropouts through existing parent and community organizations. Both boys and girls are recruited and are paid a small amount for their participation.

The program has several objectives. Primarily it is designed to equip teenagers with skills and knowledge to become effective future parents. In addition, the program offers a real community service in providing experiences for children in the homes of families who do not usually have access to preschool programs. In this fashion the program not only provides teenagers with valuable experiences but also disseminates childrearing ideas directly to young parents.

Although original plans called for the development of a prototypical program in Harts Creek, resources were quickly mobilized in other communities and additional programs have been established in Fentress County, Tennessee; Perry County, Kentucky; Berea, Kentucky; and Hopkinsville, Kentucky. More recently the program was successfully extended for the first time outside of Appalachia to a

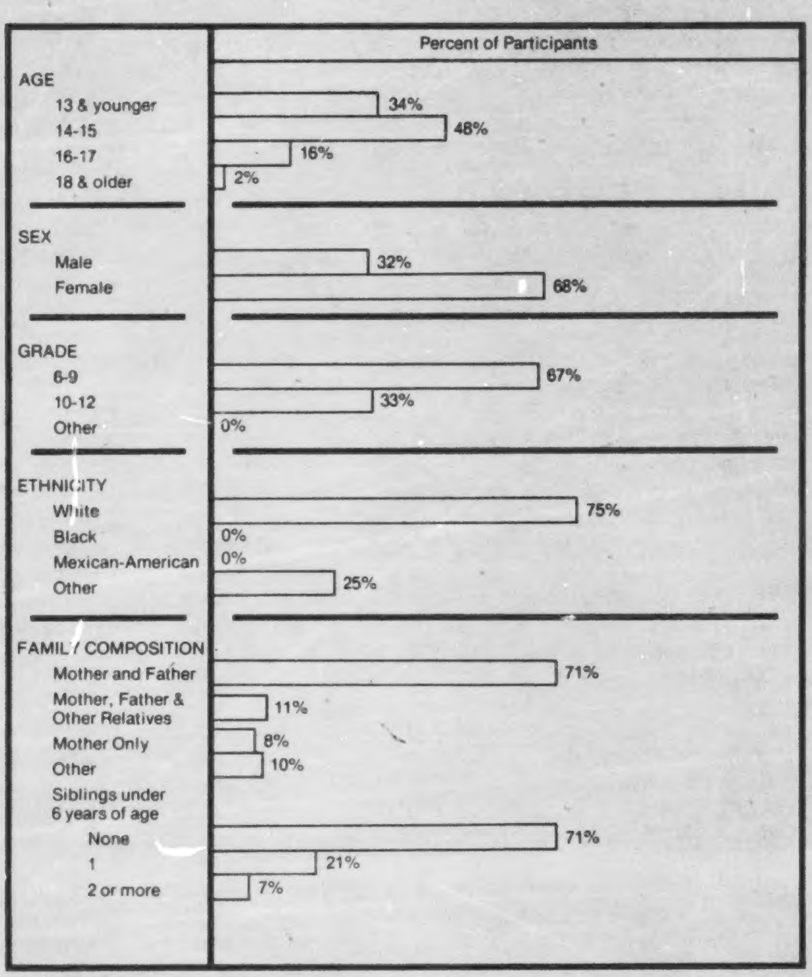
Pueblo Indian community in New Mexico where the Federation has been active for several years. Coordination of the program is provided by the Federation's Appalachian field office headquartered in Berea, Kentucky.

Participants

The Save the Children's Education for Parenthood Program participants had a mean age of 13.4 years. The majority were female (68%), White (67%), enrolled in grades 6-9 (67%), lived with mother and father (71%), and had no siblings under six years of age (71%). Participant characteristics are summarized in the following graph (Figure 7).

FIGURE 7.

WHAT WERE THE SAVE THE CHILDREN FEDERATION PARTICIPANTS LIKE?



COMPARATIVE INFORMATION

Having presented an overall description of the seven National Voluntary Organizations' programs and participants, more detailed information with important comparisons among the programs now follows.

What Was the Primary Purpose of Each Training Session?

In order to obtain an indication of the primary or major purpose of each of the training sessions, each trainer or project director was asked to evaluate each session in terms of nine major categories:

- Child development.
- Self-understanding.
- Sex education.
- Better relationships with peers.
- Leadership skills.
- Alternative lifestyles.
- Better relationships with parents.
- Child care experiences.
- "Other" purposes.

On a national basis (a summary of all programs), child development was the primary purpose of 27% of all training sessions. Self-understanding at 14% and sex education at 12% followed child development as the next two most frequently cited purposes. Following these top three were helping teens develop better relationships with peers (8%), developing leadership skills (5%), developing better relationships with parents (4%), exploring alternative lifestyles (3%), and exploring child care jobs or careers (3%). Although 29% of all the sessions had purposes or goals which were other than those listed above, there was no single "other" purpose which was heavily favored. Some of the "other" purposes commonly indicated include: home and fine art skills, Lamaze childbirth techniques, the nature and problems of welfare, rape and what to do about it, communication skills, and drug abuse education.

Because of the wide variability in the goals or purposes of the various training programs, the following is presented to more completely describe the major or primary purpose of the training sessions for each National Voluntary Organization. In addition, Table 1 was prepared for an easy reference to compare the various programs with regard to major purposes.

Boy Scouts of America

The Boy Scouts of America conducted 36% of all of its sessions in the area of child development. Following this was a major emphasis placed on career exploration in the area of child care jobs with 24% of all sessions being devoted to this topic. Another major area for the Boy Scouts was developing and providing leadership skills training for their teens (19%).

Boys' Clubs of America

The most frequently indicated purpose for Boys' Clubs of America's training sessions was the establishment of better relationships with peers with 32% of all sessions being devoted to this activity. The next most frequently indicated activity was developing or improving the teenagers' self-understanding (16% of all sessions). The improvement of the teenagers' knowledge and skills in child development followed with 14% of all training sessions devoted to child development issues.

National 4-H Club Foundation of America

The 4-H devoted a considerable amount of time to improving the understanding of child development principles in their population of teenagers with 36% of all training sessions devoted to this topic.

Another important area which received a large amount (25%) of attention was the enchancement of the teens' understanding of themselves as individuals. Approximately 6% of all sessions were devoted to bettering the relationships with the teenagers' peers and 5% of all sessions were devoted to developing and improving leadership skills.

Girl Scouts of the U.S.A.

Consistent with the trend of other National Voluntary Organizations, the Girls Scouts of the U.S.A. indicated that 22% of all their program sessions were designed to improve the knowledge and understanding of the teenagers in the area of child development. In addition, 16% of all sessions were devoted to improving self-understanding, and 11% to improving the teenagers' relationships with their own parents.

National Federation of Settlements and Neighborhood Centers

Contrary to most of the other National Voluntary Organizations, the National Federation of Settlements and Neighborhood Centers devoted 20% of all of its sessions to the area of sex education. Ten percent of all sessions were devoted to teaching concepts of child development, while 8% focused on bettering the relationships of the teens with their peers and improving the teens' understanding of themselves as individuals. The National Federation of Settlements and Neighborhood Centers also had the highest frequency of other purposes with 47% of all sessions being devoted to purposes other than the eight categories heretofore listed.

The Salvation Army

The Salvation Army devoted 35% of all sessions to the area of child development. Sex education was the primary focus of 17% of all the sessions, while improving self-understanding was emphasized in 11% of the sessions. Another major area in the Salvation Army program was developing leadership skills (7%).

Save the Children Federation

Within the Save the Children Federation's program, 61% of all training sessions focused on the area of child development. This represents the largest percentage of sessions devoted to the area of child development of any National Voluntary Organization. Following child development, 27% of all sessions were devoted to improving or increasing the leadership skills of the teens involved in the Education for Parenthood Program, with 18% of all training sessions having the focus of exploration of careers in child care.

TABLE 1. WHAT WAS THE MAJOR PURPOSE OF THE TRAINING SESSIONS?*

	National Voluntary Organizations							
Purpose of Session	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Child Development	36	14	37	22	10	35	61	27
Self Understanding	2	17	25	16	8	11	6	14
Sex Education	5	2	5	5	20	17	—	12
Better Relations with Peers	—	32	6	5	8	3	12	8
Leader Skills	19	2	5	2	3	7	27	5
Alternative Lifestyles	—	2	2	8	1	4	—	3
Better Relations with Parents	—	4	2	11	2	4	—	4
Child Care Jobs	24	3	2	2	1	2	18	3
Other Purposes	14	33	17	33	47	23	36	29

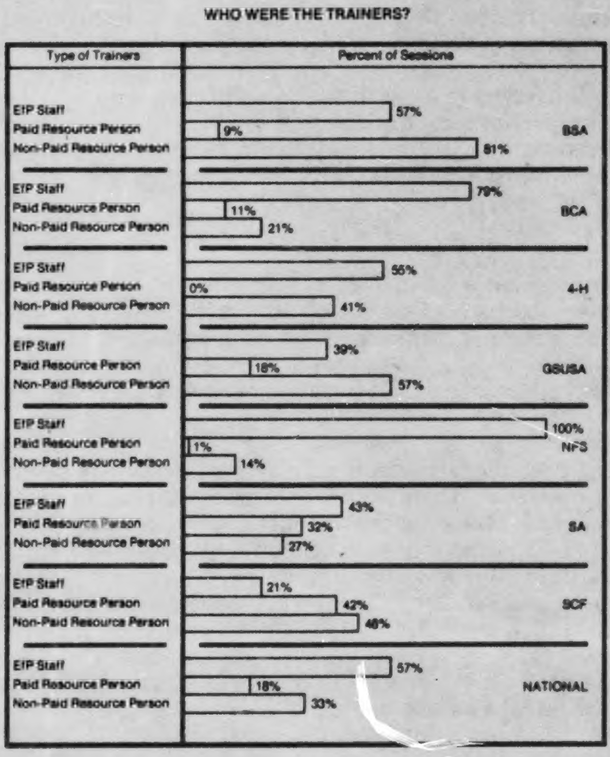
*All figures are percentages.

Who Actually Trained the Participants?

In the Education for Parenthood Project, the responsibility of training the participants for their potential future roles as parents was assumed by three major types of individuals: individuals appointed by the National Voluntary Organizations as Education for Parenthood Project staff persons; paid resource persons from the community; and non-paid resource persons from the community. Most training sessions involved more than one of these types of trainers; however as seen in Figure 8, there was a wide variability in the training configurations used by the various National Voluntary Organizations. Perhaps the most important thing to note from Figure 8 is that some National Voluntary Organizations relied heavily upon the use of community resource persons who were non-paid; for example, the Boy Scouts of America and the Girl Scouts of the U.S.A. In contrast, the National Federation of Settlements and Neighborhood Centers used, almost exclusively, internal Education for Parenthood staff to conduct their parenting programs. Other organizations were more apt to employ paid community resource persons, such as The Salvation Army and the Save the Children Federation who used paid resource persons in over ⅓ of their training sessions. By contrast, the 4-H hired no paid resource persons during the course of their third year Education for Parenthood Program.

For organizations now planning to establish an Education for Parenthood Program, the information about training configurations which is provided in Figure 8, is important to take into consideration when selecting the type of trainers who will be conducting the program.

FIGURE 8.



What Approaches Were Used to Prepare Teens for Parenthood?

An essential aspect of any training program is the approach or technique used to train or educate the participants. In order to determine the various training approaches used by the National Voluntary Organizations, each site director was requested to indicate the nature of the training approaches used during each training activity. Several categories which represent the more commonly used training approaches were delineated:

- Group discussions.
- Rap sessions.
- Audiovisual presentations.
- Lectures.
- Demonstrations.
- The development of a particular skill.
- Role playing exercises.
- Observation of children.
- The care of children.
- "Other".

Consistent with the data from the second year of the Education for Parenthood Program, third year programs of the National Voluntary Organizations tended to utilize several different training approaches during the course of any given training session. The most frequently used training category was group discussions (63% of all sessions), with rap sessions being employed in 38%, lectures in 36%, audiovisual presentations in 26%, demonstrations and role playing in 20% each, and the development of some particular skill in 18% of the sessions. Only a small percentage of the sessions actually involved the observation of children (6%), or the caring for children (5%).

Because the amount of time devoted to a given type of training approach differed among the National Voluntary Organizations, the following brief descriptions have been prepared to more completely describe each National Voluntary Organization's training configuration. Table 2, which follows the descriptions, can be used to make additional comparisons of the various approaches used by the National Voluntary Organizations.

Boy Scouts of America

The Boy Scouts of America made more use of rap sessions (69%) in the education of teens for parenthood than any other approach. Following rap sessions were group discussions (48% of sessions), lectures (36% of sessions), audiovisual presentations (33% of sessions), the development of specific skills (29% of sessions) and the utilization of role playing activities (24% of sessions). In addition, 10% of the sessions included the observation of children in a day care or preschool setting.

Boys' Clubs of America

The Boys' Clubs of America described their training sessions as being more varied than do many of the other National Voluntary Organizations; i.e., rather than doing just one or two activities during a given session they usually combined several different training approaches. This idea of utilizing many different activities is consistent with the Boys' Clubs' philosophy of working with the inner-city minority teenager who has difficulty remaining on only one task for long periods of time. Overall, the Boys' Clubs of America made greatest use of the group discussion method, with this technique being employed in 85% of all training sessions. Extensive use was also made of lectures (60% of all sessions) and rap sessions (56% of all sessions). In comparison to all other National Voluntary Organizations, the Boys' Clubs of America made the greatest use of the role playing technique in preparing youth for their potential role as parents (50% of all sessions). This percentage is 26 points higher than that of any other National Voluntary Organization.

National 4-H Club Foundation of America

Consistent with most other National Voluntary Organizations, the 4-H made extensive use of group discussions as their primary training technique. Sixty-four percent of all training sessions involved the use of group discussions. The next most frequently indicated technique was rap sessions, with 45% of all training sessions utilizing this activity. The 4-H also made extensive use of audiovisual productions (45% of all training sessions), but only moderate use of the development of a particular skill (16% of sessions), use of demonstrations (11% of sessions), and role playing (11% of sessions).

Girl Scouts of the U.S.A.

The Girl Scouts of the U.S.A. also tended to use many different activities within a given session. Seventy-seven percent of all training sessions employed group discussions as the central training activity. However, the Girl Scouts also made moderate use of rap sessions (55% of all sessions), audiovisuals (35% of all sessions), lectures (26% of all sessions), role playing situations (26% of all sessions), and demonstrations (19% of all sessions).

National Federation of Settlements and Neighborhood Centers

The most frequently employed training approach within the National Federation of Settlements and Neighborhood Centers was the group discussion technique (62% of sessions). Contrary to several of the other National Voluntary Organizations, however, the next most frequently used training method was lectures (31% of all sessions), followed by rap sessions (22% of all sessions), and audiovisual presentations (15% of all training sessions).

The Salvation Army

Reflecting many of the activities of the National Federation of Settlements and Neighborhood Centers, The Salvation Army made moderate use of both the group discussion (56% of all training sessions) and the lecture method (36% of all training sessions). They also used rap sessions (28% of all sessions), demonstrations (27% of all sessions), audiovisual presentations (27% of all training sessions), the development of a particular skill (21% of all sessions), and role playing situations (17% of all training sessions).

Save the Children Federation

The Save the Children Federation did not follow the pattern of the other National Voluntary Organizations in emphasizing the use of the group discussion as the primary training approach. Instead, the Save the Children Federation tended to rely heavily upon the lecture format. In 46% of all training sessions, the lecture method was the primary training approach. However, the next most frequently employed activity was group discussions (42% of all sessions). In comparison to all other National Voluntary Organizations, the Save the Children Federation made the greatest use of the development of a particular skill as an important training approach, with 40% of all training sessions devoted to the development of a particular parenting skill. Some use was made of audiovisuals (24% of all sessions), demonstratons (21% of all sessions), rap sessions (18% of all sessions), and role playing (15% of all sessions). The Save the Children Federation, however, made extensive use of the technique of requiring their teenage population to observe and/or care for small children. More than 27% of all training sessions required the Education for Parenthood participants to observe children directly, while 22% of all training sessions required them to work directly with small children.

TABLE 2. TRAINING APPROACHES USED BY THE NATIONAL VOLUNTARY ORGANIZATIONS (PERCENT OF TRAINING SESSIONS)

	National Voluntary Organizations							
Type of Training	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Group Discussions	48	85	64	77	54	56	42	63
Rap Sessions	69	56	45	55	22	28	18	38
A-V Presentation	33	13	35	35	15	27	24	26
Lecture	36	60	32	26	31	36	46	36
Demonstration	17	30	12	19	6	27	21	20
Develop Some Skill	29	34	16	14	3	21	39	18
Role Play Situation	24	50	11	26	8	17	15	20
Observation of Children	10	1	4	10	1	8	27	6
Care for Children	—	2	4	7	1	8	22	5
Other Training Procedures	14	15	19	30	33	20	30	23

Did the Participants Receive Practicum Experience Working with Small Children?

In the second year of the Education for Parenthood Project, some of the participants in the programs had direct experience in actually working with small children in day care centers, preschools, and the like. The trend of involving the Education for Parenthood teens in a day care or preschool setting also continued into the third year, but at a much reduced rate. Nevertheless, both Year Two and Year Three data provide excellent information with regard to those National Voluntary Organizations and their specific programs in which teens were involved in "hands on" experience with young children.

In general, participants tended to receive greatly varying amounts of practicum experience. For example, the youth in the Boy Scouts of America's River Edge and The Salvation Army's Chicago program received on the average approximately four hours of practicum experience over the course of their program. In contrast, the 4-H College Park program youth received over 142 hours of placement per participant during the course of their involvement in this program. As can be seen in Table 3, the amount of placement time provided by the other National Voluntary Organizations is scattered between these two extremes.

Although there was strong agreement among the National Voluntary Organization leaders, as well as among the Education for Parenthood youth who were surveyed, that "hands on" child care experience is important in programs such as Education for Parenthood, there was less practicum training during the third year than the second. One must wonder why such a important training technique was not used more frequently. For programs emphasizing knowledge and skills acquisition unrelated to child development, the lack of such practicum experience might be warranted; however, since a majority of the programs did emphasize child development issues, this deficit is difficult to explain.

TABLE 3. EfP PARTICIPANTS' EXPERIENCE WITH CHILDREN IN COMMUNITY SETTINGS DURING THE SECOND AND THIRD PROGRAM YEARS

NVO Site Location		Total Hours of Placement Year 2	Total Hours of Placement Year 3	Average Hours of Placement Per Participant Year 2	Average Hours of Placement Per Participant Year 3
BSA	- River Edge	156*		3.5	
	Special Ed.		960		17.45
BCA	- Denver	185		18.4	
	Mini Grants		723		12.68
4-H	- St. Paul	1,287	1,061	6.6	55.84
	College Park	21,380		142.5	
	Riverside		1,401		70.05
GSUSA	- Buffalo	534		5.7	
	West Virginia	1,966		11.2	
	Milwaukee	674		6.5	
	Orange County	442	182	15.2	8.66
NFS	- Chicago	144		8.0	
	San Antonio	299	1,542	6.1	140.18
	New York	342		13.7	
	Philadelphia	1,902		82.6	
	Denver	746		17.7	
SA	- Philadelphia	988	830	28.2	29.64
	Chicago		47		3.9
	Jersey City	79		3.8	
	Star Lake Camp	14		1.6	
	Puerto Rico		4,365		161.66
	N.Y. Day Camp	166	224	5.5	13.18
SCF	- Fentress County	491		35.1	

*No actual record of placements was made on the Placement Log. At the end of the program an estimate was made based upon the number of participants in the program multiplied by the "expected" number of hours of placement. The estimate is high, however, because when the evaluators interviewed the participants some indicated that they had done little or no actual field work.

Where Did the Training Take Place?

Do the National Voluntary Organizations tend to use their own facilities when conducting Education for Parenthood programs or, rather, do they use other community facilities? The data show that National Voluntary Organizations not only tend to use community resource persons in their programs, they also make good use of community facilities. Over half (56%) of all training sessions occurred at the National Voluntary Organizations' site facilities. Therefore, 44% of all training sessions were conducted in the community away from the National Voluntary Organization facility. This finding is once again consistent with the organizational structure and functioning of National Voluntary Organizations.

The primary location for conducting Education for Parenthood programs, aside from the National Voluntary Organization site, was in the participants' school. Ten percent of the Education for Parenthood sessions occurred in school locations. Next in frequency was the participants' home

(2.3% of sessions) and day care centers (2% of sessions). Over 26% of the sessions were conducted in locations "other" than those listed on the Training Description Form. Some of the "other" categories included such locations as mental health centers, Jewish family centers, and other community centers.

Compared to the second Education for Parenthood project year, there was a definite increase in the use of the National Voluntary Organizations' project facilities during the third year. During the second year of this project only 37% of the training activities occurred at the National Voluntary Organization project facility compared to 56% in the third year.

EDUCATION FOR PARENTHOOD: THE EVALUATION

"I had not thought of a career in working with children before. This program made me aware that having children yourself is not the only way of having a close association with children."
EfP Teenage Participant

THE EVALUATION

From the very beginning of the Education for Parenthood Project, evaluation has been an integral and unifying force. It has been integral because each National Voluntary Organization was touched by the evaluation in a uniform fashion; each was requested to accept the evaluation as an essential part of program development, as well as a means of assessing "ultimate" program effectiveness. The National Voluntary Organizations responded most positively to this request. In fact, most have used the evaluation information not only to modify or expand certain Education for Parenthood program components, but other program components in their organization as well.

The evaluation has been unifying inasmuch as the National Voluntary Organizations were frequently brought together along with the evaluators to interface, interact, and learn from each other. The evaluators, in turn, also learned more about the subtleties and nuances of each of the programs, thus strengthening the evaluation component. Over time, the Education for Parenthood Program and evaluation became unified to the point where the development of this *Education for Parenthood: A Program, Curriculum, and Evaluation Guide* was made possible.

In this section we present an overview of what was learned about the seven National Voluntary Organizations' Education for Parenthood programs. This section is not intended to be a complete or final evaluation of the project; rather, our purpose is to present a summary of some of the most relevant information obtained during the third (1975-76) demonstration period. For those who desire more information about the evaluation, detailed reports are available from Behavior Associates.

This section does not contain information about the evaluation conducted of the *Exploring Childhood* curriculum. As stated before, comprehensive evaluation reports regarding the *Exploring Childhood* program can be obtained from the Education Development Center.

EVALUATION OBJECTIVES

The evaluation of the Education for Parenthood Program included several objectives; they were:

Program Description

To provide a description of the instructional experiences (method of instruction, physical setting, materials, type of instructor, etc.) each Education for Parenthood Program site offered participants. The information gained under this objective has already been presented in the section of this *Guide* entitled "The Demonstration Programs."

Participant Description

To provide information about the participant on such variables as age, sex, general family structure, ethnic background, experiences with children, and the like. The information gained under this objective has also been previously described in the section of this *Guide* entitled "The Demonstration Programs."

Effectiveness of the Programs

To specify the relative effectiveness of the various instructional programs and components in developing participants' knowledge, skills, and attitudes along the following dimensions:

- The course of child development.
- The social, medical, and emotional needs of children.

- The family's role in child development and socialization.
- Important factors in prenatal care and the early months of infancy.
- Child care career possibilities and requirements.
- Self awareness.

Quality of the Programs

To assess the quality of the instructional programs on such factors as interest level, ease of use, level of difficulty, ethnic-cultural relevance, and the like.

Staff Response

To determine instructors' and supervisors' responses to the Education for Parenthood programs.

Parent Involvement

To assess the degree of parent involvement in Education for Parenthood programs and the response of parents to the programs.

Administrative Effectiveness

To evaluate the administration, agency relationships, and overall organization developed by National Voluntary Organizations to conduct the Education for Parenthood programs. (This information can be found in the Behavior Associates' complete evaluation report referred to earlier.)

National Dissemination Component

To evaluate efforts by the National Voluntary Organizations to disseminate Education for Parenthood materials on a national level. (This information can be found in the Behavior Associates' complete evaluation report referred to earlier.)

"Long-Term" Effects (Retrospective Study)

To assess the impact on the participants after two, three, and four years, following their involvement in the Education for Parenthood Program. The "long-term" effects are being evaluated regarding the following variables:

- Marital status and number of children.
- Career status and aspirations.
- Re-assessment of knowledge about social, medical, and emotional needs of children and related areas.
- Opinions about children and parenthood.
- Self-awareness.
- Skills in working with children.

The retrospective study is now underway and the results will be available from Behavior Associates in June, 1978.

EVALUATION INSTRUMENTS

In order to collect the necessary information as specified in the evaluation objectives, several evaluation instruments were developed specifically for the Education for Parenthood Project. The major instruments include Training and Dissemination Documentation Forms, Program Assessment Questionnaires administered to staff and teenage participants, In-depth Interview Schedules, and English and Spanish versions of a pre-post modular-type Education for Parenthood Questionnaire for participants.

The Education for Parenthood Questionnaire was developed by Behavior Associates and administered by Education for Parenthood Program staff to program participants and, whenever possible, to a comparison group at the beginning of each site's program (pretesting) and again at the conclusion of each program (posttesting). This multifaceted instrument was designed to obtain information from these youth along the following dimensions:

- Demographic and related information.
- Their opinions about:
  - children
  - parenthood
  - themselves
  - careers in child care
  - their child care skills
- Their knowledge about:
  - prenatal development
  - child development
  - social, emotional and medical needs of children
  - family-child and adult-child interation
  - adolescence
  - sexual behaviors including birth control
- Their evaluation of the program (for participants at posttesting only).

DID THE PARTICIPANTS' OPINIONS CHANGE?

As mentioned before, several subtests of the Education for Parenthood Questionnaire were designed to measure opinions and beliefs in several different areas considered important to parenting and child care. These subtests were:

- Opinions About Children: 10 Items
- Opinions About Parenthood: 10 Items
- Opinions About Yourself: 15 Items
- Opinions About Careers in Child Care: 5 Items
- Self-Ratings of Child Care Skills: 8 Items

The analysis of the opinions and beliefs of the Education for Parenthood participants is based on the matched pre-post tests returned to Behavior Associates by each National Voluntary Organization. These figures are:

Organization	BSA	BCA	4-H	GSUSA	NFS	SA	SCF
Number of Pre-Post Tests	48	160	94	387	63	174	29

National Total	955
Comparison Group Total	776

Opinions About Children

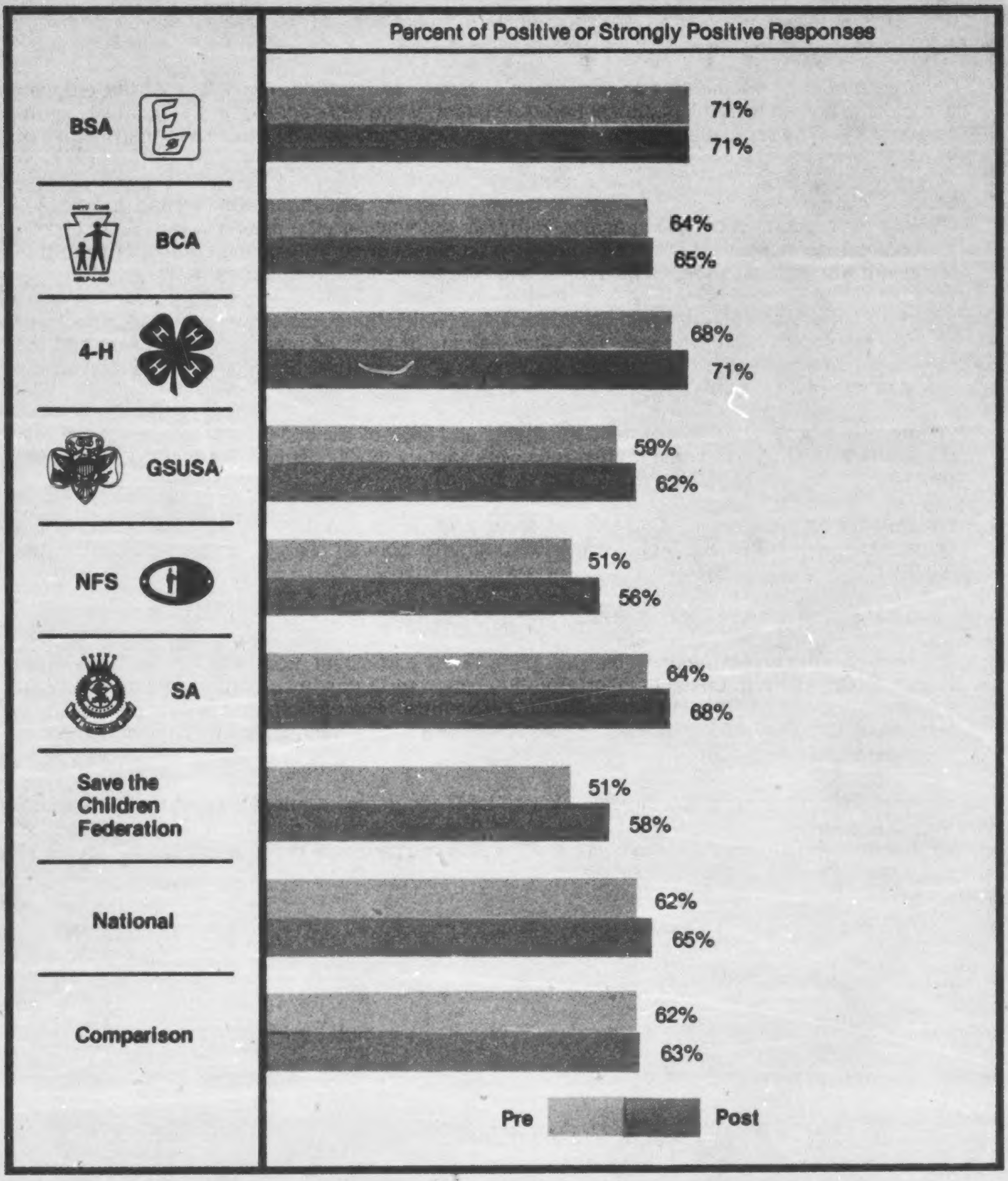
Youth in both the Education for Parenthood programs and in the comparison group expressed positive opinions about children. On the pre-measure, 62% of the Education for Parenthood participants' responses and 62% of the comparison group responses were in the positive or strongly positive category for their overall opinions about children. Opinions of both groups were slightly more positive on the post-measure with the Education for Parenthood participants group showing a somewhat larger gain (65% positive responses for the participants versus 63% positive responses for the comparison group).

A comparison of third year program test data with the second year program reveals few significant changes. In general, the participants' opinions about children were very similar for both years of the Education for Parenthood Program.

At the National Voluntary Organization level, the percentages of positive or strongly positive responses for the total Opinions About Children scale ranged from 51% (NFS and SCF) to 71% (BSA) on the pre-measure. On the post-measure, these percentages ranged from 56% (NFS) to 71% (BSA and 4-H). In all programs, the changes in Education for Parenthood participants' opinions were in a positive direction. In Figure 9 on the following page, the pre and post-test changes for each of the National Voluntary Organizations, for the total national sample, and for the comparison group are presented. It can be noted that the greatest increase in positive opinions about children occurred in the SCF programs.

FIGURE 9.

OPINIONS ABOUT CHILDREN



The two items on this scale on which the program participants showed the greatest degree of change were:

> *Children should be encouraged to participate in family decision making.* (72% of the program participants agreed with this statement on the pretest, while 79% agreed on the posttest, an increase of 7%. The comparison group changed from 72% positive to 75% positive, or an incrase of 3%.)
>
> *Children should share in the cooking, housework, laundry, and other work around the house.* (75% of the program participants agreed with this statement on the pretest and 81% agreed on the posttest, an increase of 6%. The comparison group showed little change in response to this statement with 78% agreeing on the pretest and 77% agreeing on the posttest.)

There were certain statements from this opinion scale on which there was almost universal agreement among the adolescents taking the test. The great majority of both the program participants and the comparison group agreed with the following statements on the pretest, and change of opinion on the posttest was minimal for both groups:

> *Children are wonderful.* (89% of the participants and 88% of the comparison group agreed with this statement. On the posttest both groups were slightly more positive—92% and 90% respectively.)
>
> *Children are very interesting.* (94% of the participant group and 92% of the comparison group agreed with this statement. Again, there was minimal opinion change for both groups on the posttest.)

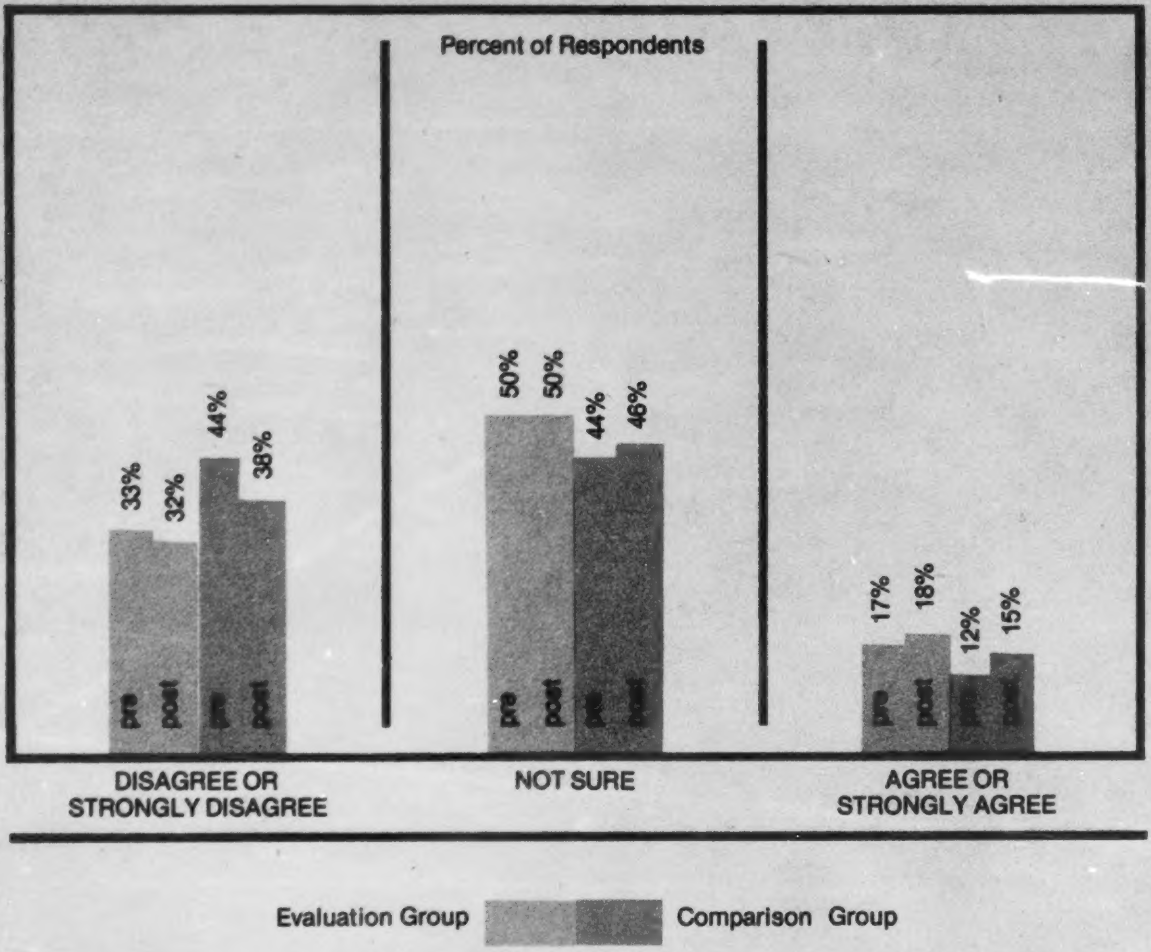
Another item with which there was almost universal agreement was:

> *Children learn important things by playing*. (88% of the participant group and 90% of the comparison group agreed with this statement. Both Education for Parenthood participants and comparison group members had opinion changes on the posttest. The participant posttest percentage of agreement was 93% or a 5% change. In the comparison group, 92% agreed with the statement on the posttest, a 2% change.)

Though there were items on which there was a high level of agreement, there were other items which were very controversial. Two of the items on which there was a great deal of difference of opinion among both the comparison group members and the program participants are presented in Figures 10 and 11 on the following pages.

FIGURE 10.

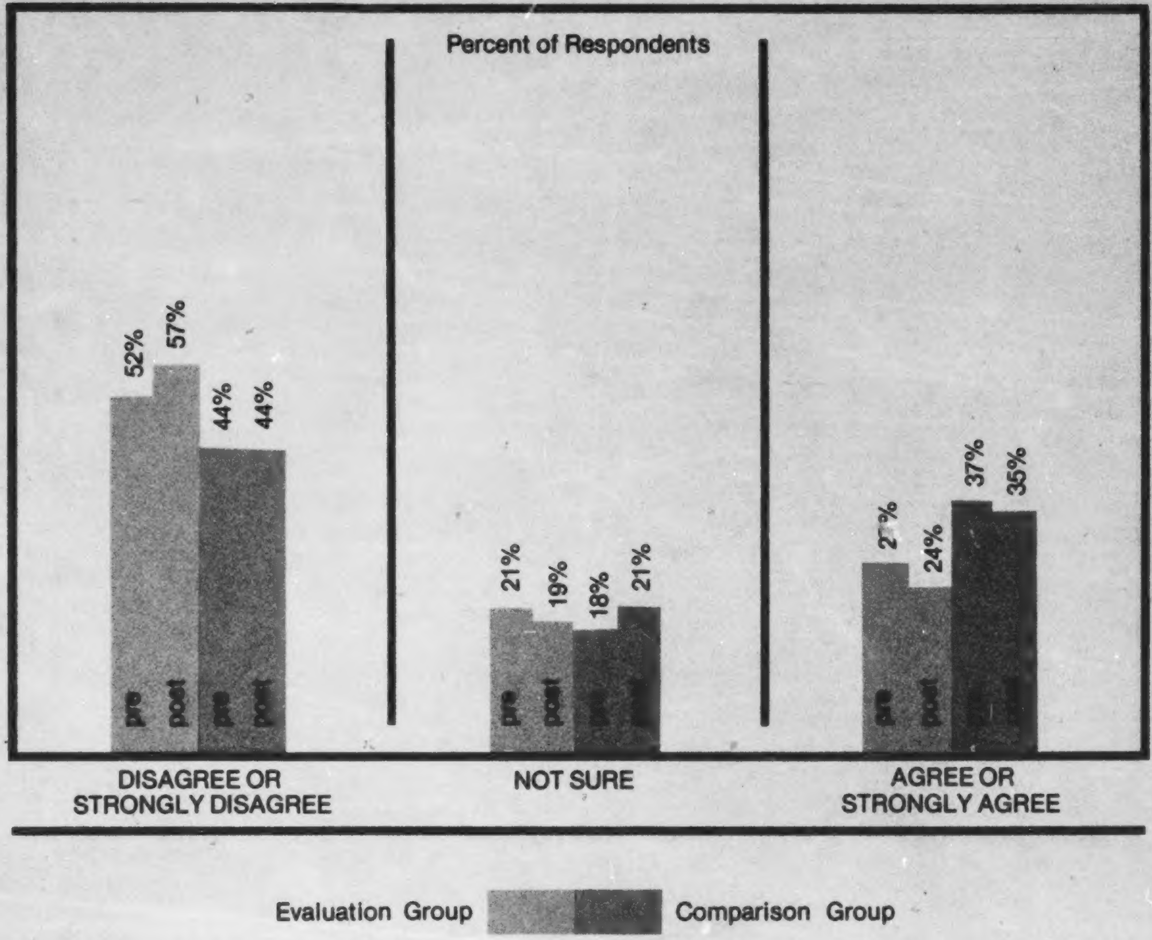
ITEM: CHILDREN WILL NOT BE HARMED BY GROWING UP IN A COMMUNE.



Comments: In general, a large percentage of the youth sampled were *not sure* of their opinions in regard to this obviously rather controversial topic. The opinions of both program participants and comparison group members changed only slightly in the direction of becoming more positive toward the notion of communal living and its effects on children.

FIGURE 11.

ITEM: BOYS ACT LIKE BOYS AND GIRLS ACT LIKE GIRLS BECAUSE BOYS AND GIRLS ARE DIFFERENT WHEN THEY ARE BORN.



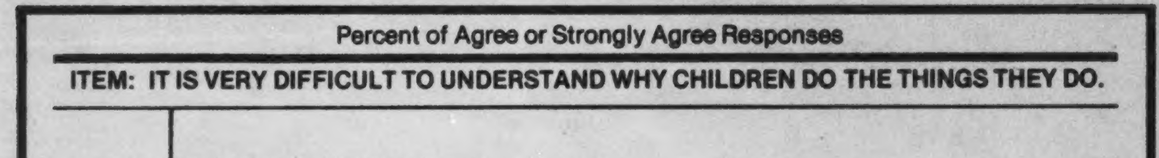
Comments: A fairly large percentage of the youth sampled disagreed with the concept of inborn sex differences. However, an almost equal number were divided between being *not sure* or *agreeing* with the idea of such inborn differences. Opinions changed on the post-measure only slightly for both groups in the direction of rejection of the inborn sex difference hypothesis. The evaluation group showed a somewhat greater change of opinion in this direction than did the comparison group. (5% more participants disagreed with the statement at posttesting than they did at pretesting.)

Male-Female Responses

When responses by male and female Education for Parenthood participants were compared, the national sample of females expressed more positive opinions about children than did the national sample of males on both the pre and post-measures. Sixty percent of Education for Parenthood males scored in the positive direction on the pretest and 62% on the posttest. Sixty-two percent of the females scored in the positive direction on the pretest with 66% on the posttest. Two items were especially interesting because of the large male-female differences. The pre-post results for these items for the evaluation group males and females are presented in Figure 12.

FIGURE 12.

MALE-FEMALE COMPARISONS — SELECTED ITEMS FROM OPINIONS ABOUT CHILDREN



Comments: At the beginning of the program, males generally found it more difficult to understand children than did females, but they changed in the direction of increased understanding as much as did the female participants. Males also were less apt to view children as wonderful, both before and after the program. The results from these two subtest items and from the more positive overall attitudes of females than males in the total subtest, suggest that, for this sample of American youth, the females have somewhat more child-oriented attitudes than do the males.

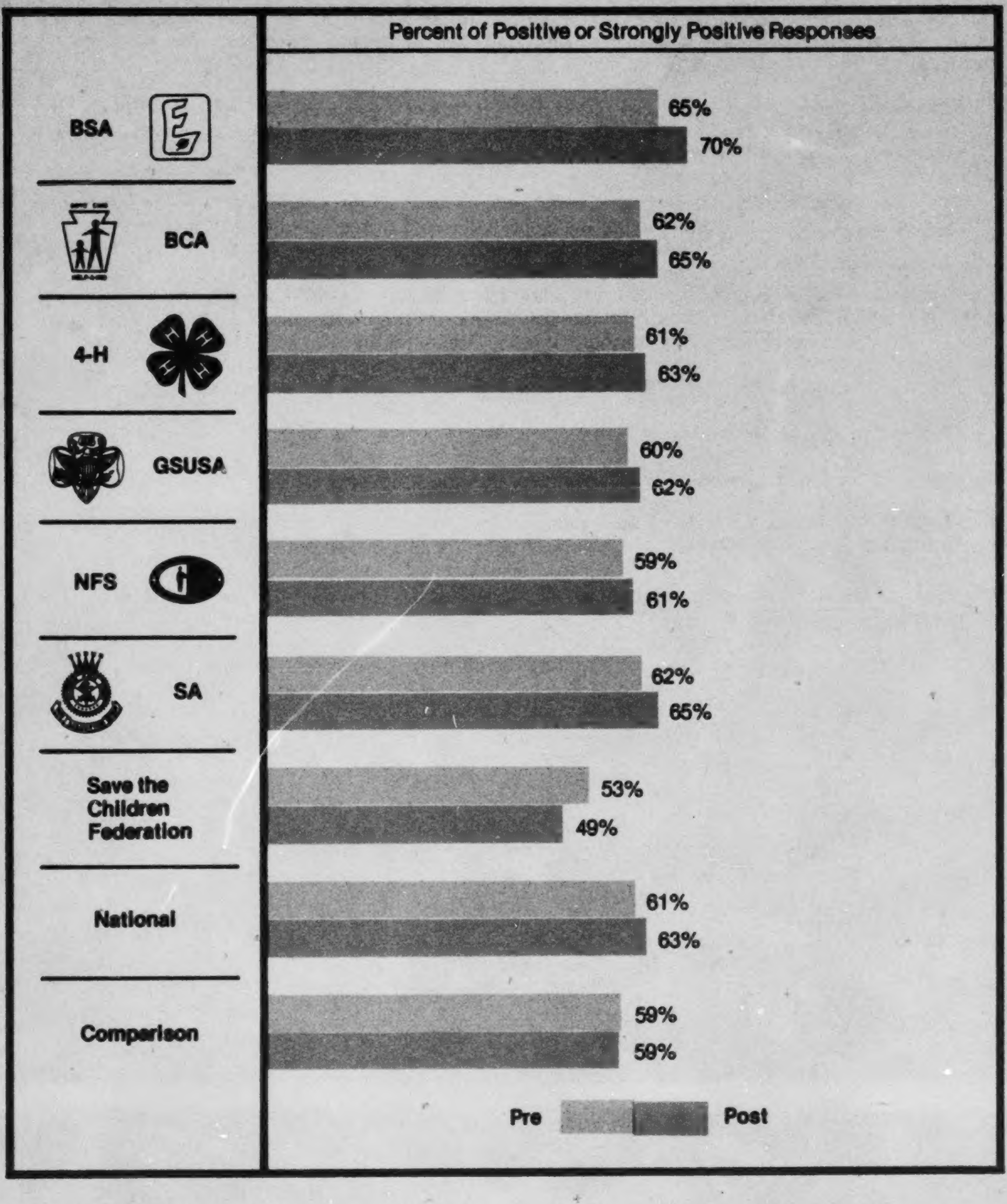
Opinions About Parenthood

The youth represented in both the evaluation group and the comparison group expressed generally positive opinions about parenthood. On the pre-measure 61% of the Education for Parenthood participant responses and 59% of the comparison group responses were positive or strongly positive on this overall measure of opinions about parenthood. Opinions of the evaluation group became slightly more positive on the post-measure, while the opinions of the comparison group remained the same.

At the National Voluntary Organization level, the range of positive or strongly positive responses on the overall pre-measure ranged from 53% (SCF) to 65% (BSA). On the post-measure the percentages of positive responses ranged from 49% (SCF) to 70% (BSA). In all programs with the exception of SCF, the opinions about parenthood were more positive at the conclusion of participation in the Education for Parenthood Program than they had been at the beginning. Figure 13 presents these data in more detail.

FIGURE 13.

OPINIONS ABOUT PARENTHOOD



The greatest change of opinion from the pre to post-testing for program participants was noted in regard to the issue of single parenting, with opinions becoming more favorable after program participation. The two items were:

> *In families where there is only one parent present, the children can still grow up normally.* (63% agreed or strongly agreed with this statement on the pre-measure, while 71% agreed on the post-measure.)

> *A single (unmarried) man or woman should be allowed to adopt a child.* (46% agreed or strongly agreed with this statement on the pre-measure, while 55% agreed on the post-measure.)

A further analysis of the individual items on this scale revealed that the respondents were almost in total agreement in their opinions regarding certain facets of parenthood. For example, there were two items with which more than 95% of both the Education for Parenthood participants and the members of the comparison group agreed or strongly agreed. These items were:

> *Fathers and mothers should share equally in the responsibility of raising their childern.*

> *People can learn to be better parents.*

Another item on which agreement was fairly high was the following:

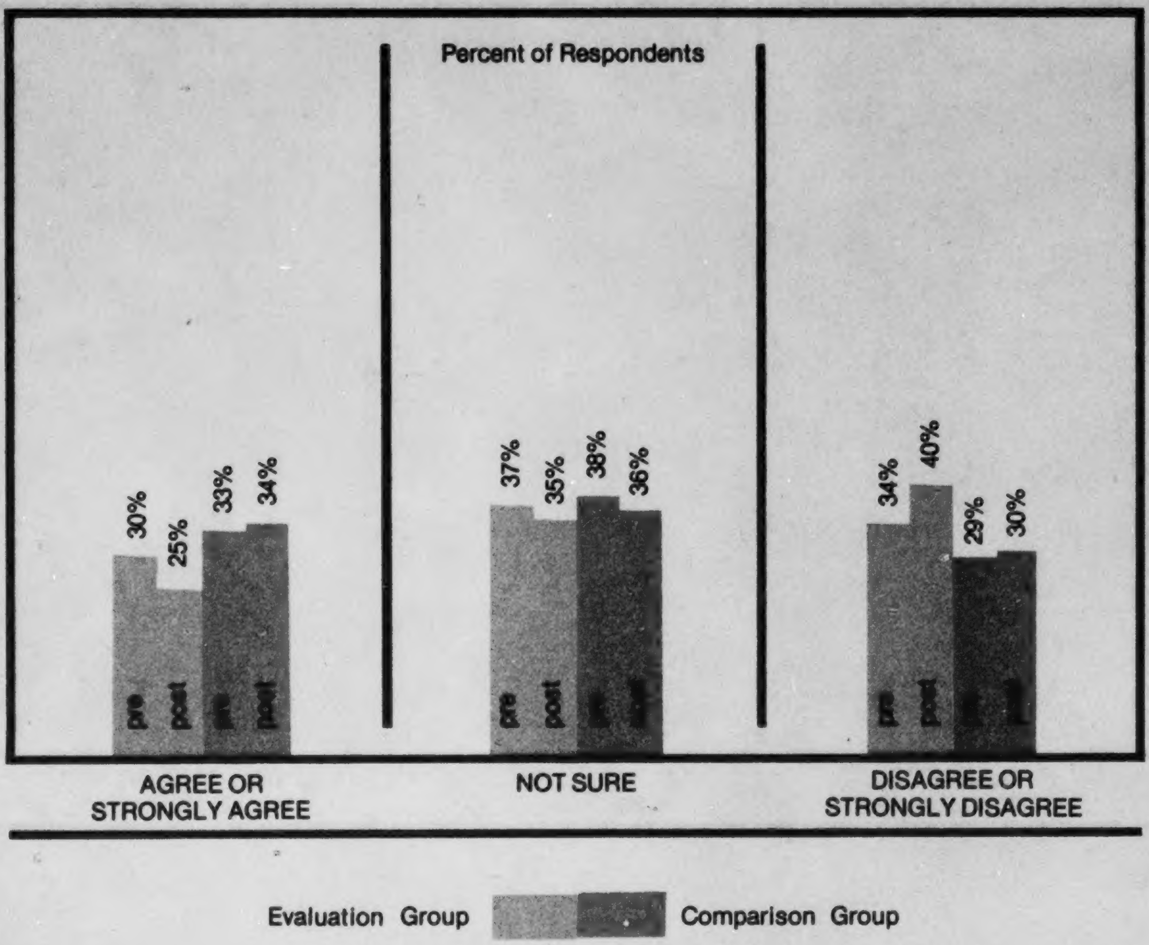
> *A woman can have a job and still be a good mother.* (82% of the Education for Parenthood participants and 79% of the comparison group agreed with this statement.)

Changes on the post-measure relative to all three items were minimal for both program and comparison groups.

Controversial items about which youth opinions varied greatly are presented in Figures 14 and 15.

FIGURE 14.

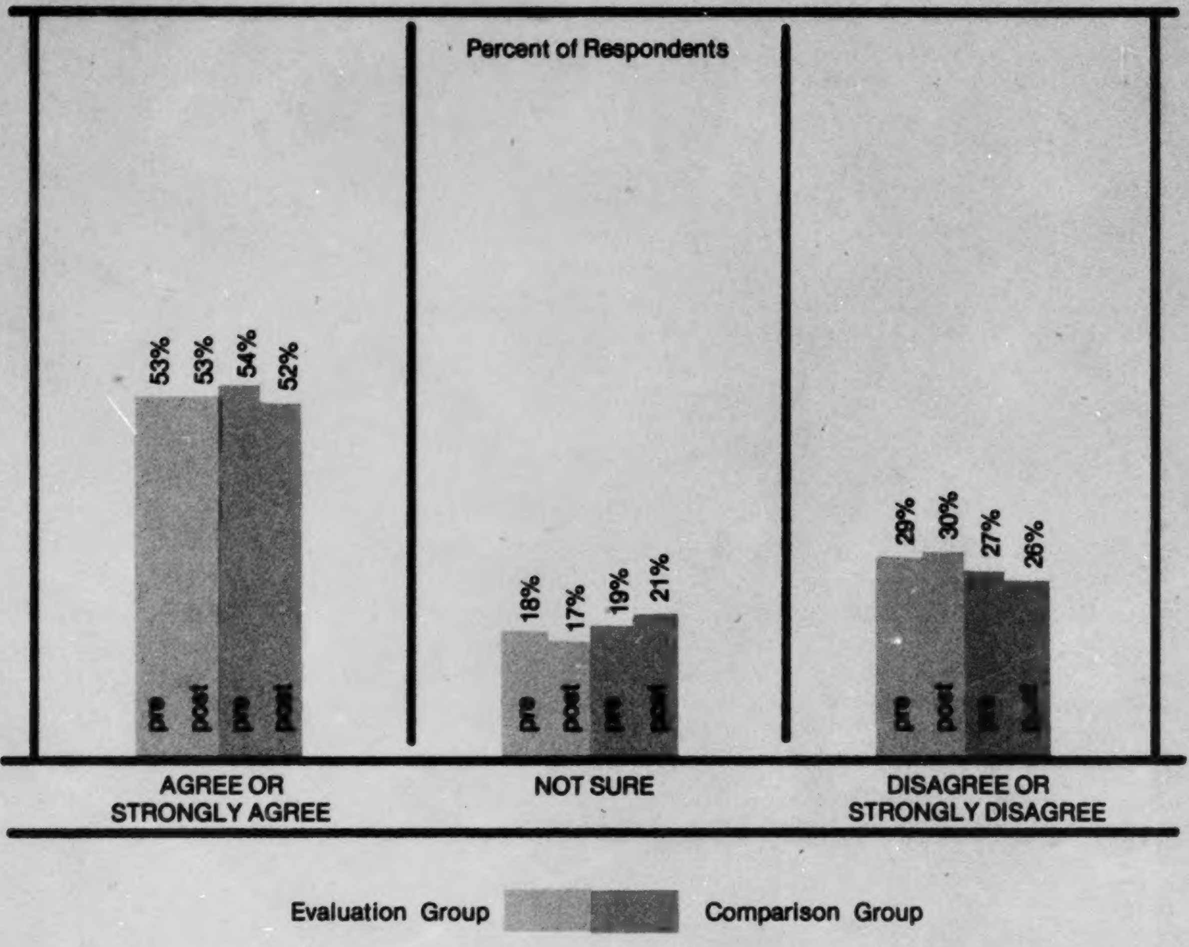
ITEM: FAMILIES IN WHICH FATHER EARNS A LIVING AND MOTHER KEEPS HOUSE ARE HAPPIER.



Comments: Extreme variability in opinions concerning traditional versus non-traditional lifestyles is evident from these data. A large proportion of the youth sampled are uncertain of where they stand on this very significant issue. The Education for Parenthood participants tended to change their opinions in the direction of greater disagreement with this statement, thus greater rejection of traditional roles.

FIGURE 15.

ITEM: PARENTS SHOULD BECOME PARENTS ONLY AFTER THEY KNOW A LOT ABOUT RAISING CHILDREN.



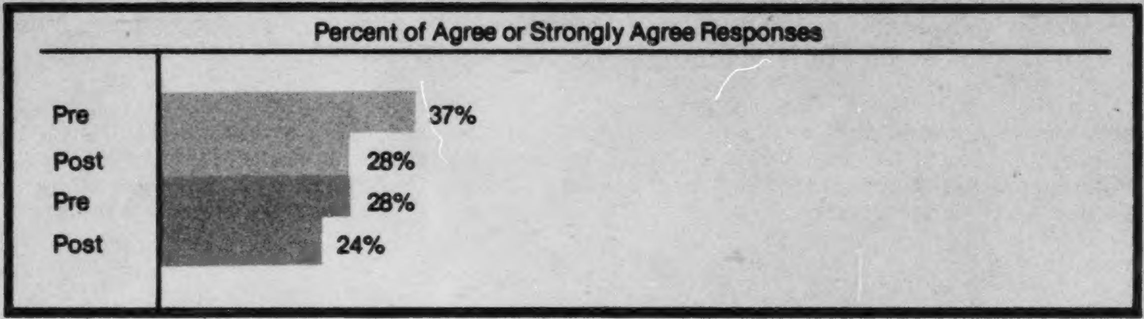
Comments: Surprisingly, a substantial minority of the sampled youth do not believe or are not sure that it is necessary to know about parenting before becoming a parent. The need for education for parenthood is apparently not evident to a fairly large group of young people in this country. Again, the influence of the Education for Parenthood Program appeared to be very minimal in changing opinions on this issue.

Male-Female Responses

Further analysis of individual items clearly indicated large male-female differences. Certain opinions about parenthood which most clearly differentiated between males and females are presented in Figure 16. For purpose of simplification, the pre and post-data are presented only for the evaluation group.

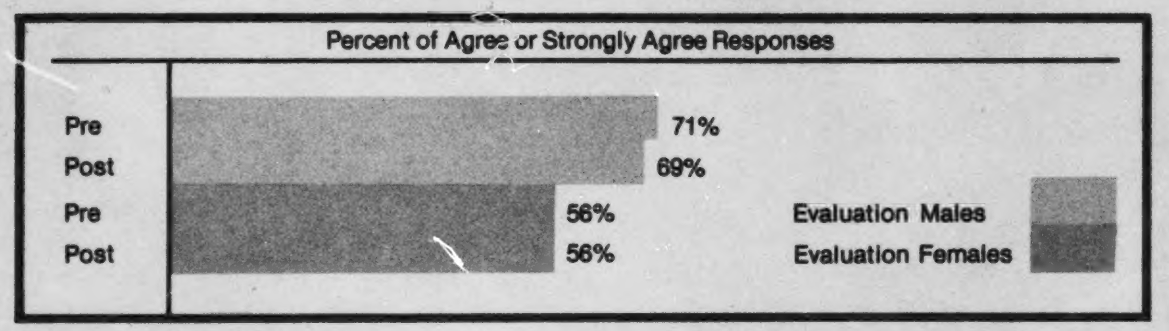
FIGURE 16.

ITEM: FAMILIES IN WHICH FATHER EARNS A LIVING AND MOTHER KEEPS HOUSE ARE HAPPIER.



Comments: Prior to participation in the Education for Parenthood Program, the opinions of the evaluation group males were more expressive of a belief in traditional roles for females than were the opinions of the evaluation group females. After Education for Parenthood participation, both males and females altered their beliefs in the direction of less agreement with the traditional role view. Males changed more than females in this regard. However, as was noted earlier in Figure 14, a large number of Education for Parenthood participants were uncertain of their position relative to this issue and remained uncertain after participating in the program.

ITEM: PARENTS CAN TEACH A CHILD TO BE SMART.



Comments: Males and females disagreed substantially in their opinions about whether parents' behavior can influence their children's intelligence with males being much more supportive of this belief. Unfortunately, the Education for Parenthood Program did not change the opinions of either male or female participants.

Opinions About Yourself

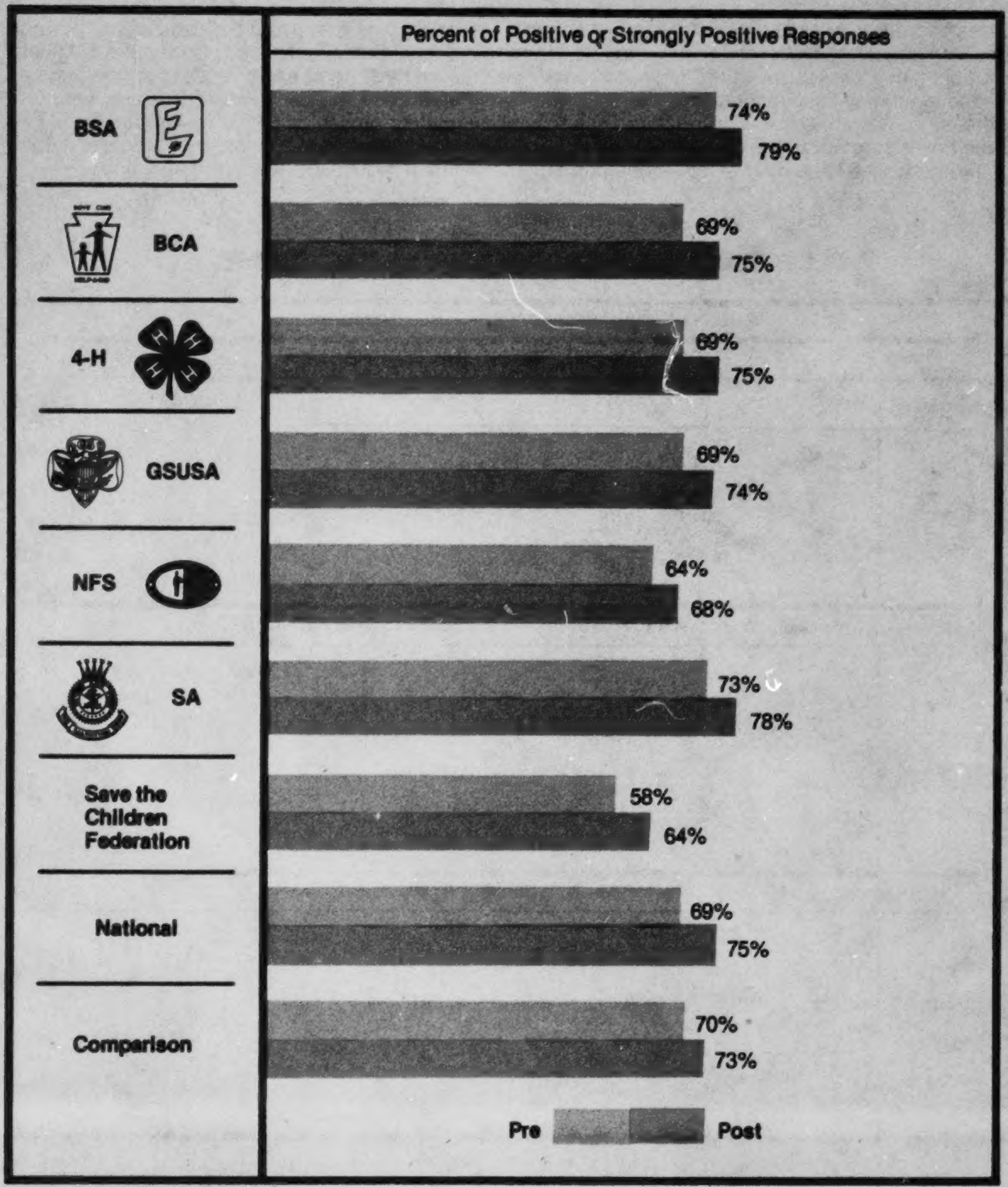
Nationally, youth in both the evaluation group and the comparison group expressed generally positive opinions about themselves on this self-esteem measure. The opinions for both groups were more positive on the post-measure than on the pre-measure with the Education for Parenthood participants showing a significantly greater gain than did the comparison group members. These findings were similar to last year's findings except that the participant group gain was slightly greater this year (six percentage points compared to four).

Comparing male and female Education for Parenthood Program participants, males expressed slightly more positive opinions about themselves on the pre-measure than did females (72% of male responses were in the positive direction, while 69% of female responses were positive). Both males and females were slightly more positive in their self-ratings at the conclusion of the program. (The mean score for males was 77% positive, while the mean score for females was 74% positive.)

At the National Voluntary Organization level, the percentages of positive or strongly positive responses for the total scale on the pre-measure ranged from 58% (SCF) to 74% (BSA). Opinions about self tended to become more positive on the post-measure for all of the National Voluntary Organizations with the percentage gain ranging from 4% to 6%. Percentages of positive and strongly positive responses for all program groups and the national comparison group are presented in Figure 17.

FIGURE 17.

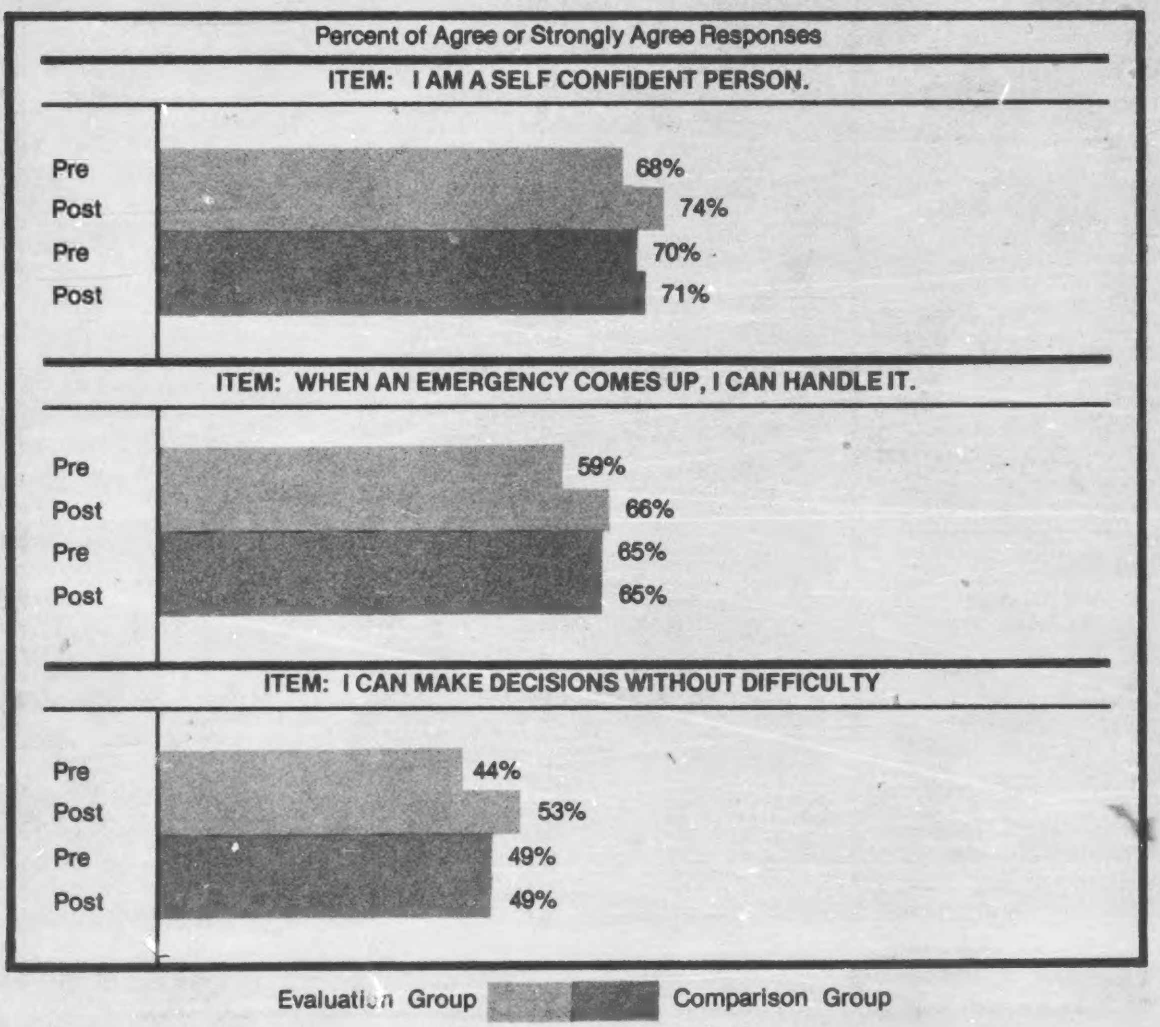
OPINIONS ABOUT SELF



Three particular items clearly differentiated between the participant group and the comparison group, showing greater gains in the positive direction for participants. These items also showed the greatest program gains last year, lending validation to the findings. All three items seem to relate to confidence in one's abilities, suggesting that the Education for Parenthood programs may generally tend to increase such confidence. The details of the these findings are presented in Figure 18. The findings must be interpreted, however, by also examining Figure 19 which shows that for two of the items the opinion changes were mainly for female participants and that males showed minimal change.

FIGURE 18.

SELECTED ITEMS FROM OPINIONS ABOUT YOURSELF

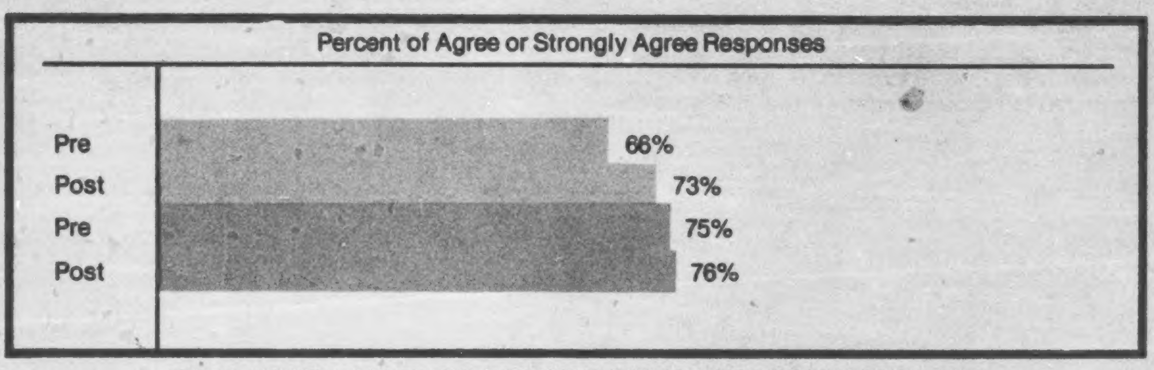


Male-Female Responses

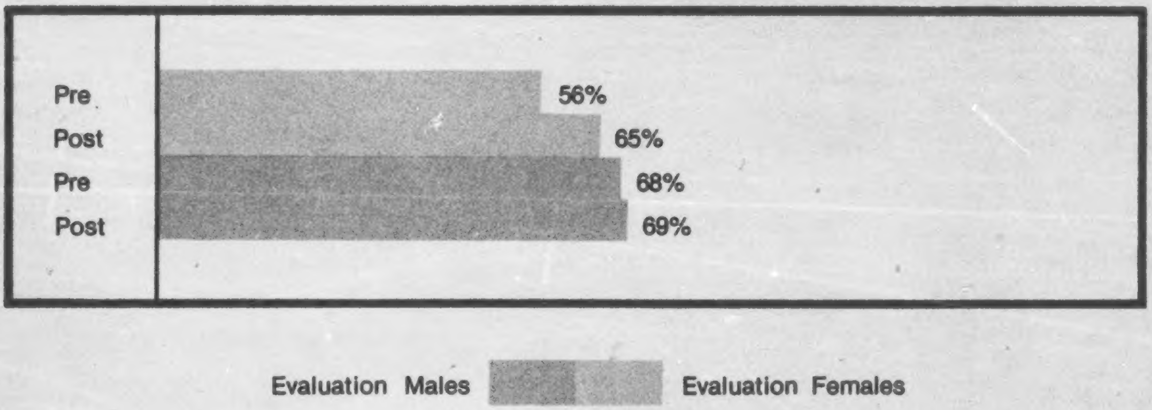
On certain items, interesting male-female differences were found for both the comparison group and the program participants. These items also showed a greater change for program participants than for comparison group members. The details are shown below:

FIGURE 19.

ITEM: I AM A SELF CONFIDENT PERSON.



ITEM: WHEN AN EMERGENCY COMES UP, I CAN HANDLE IT.



Comments: **The Education for Parenthood female program participants showed lower opinions about themselves at the beginning of the program on these two items, and they showed strong gains at the end of the program. Though the males were more confident in themselves and their abilities at the beginning of the program, they did not show an increase in confidence in themselves. Interestingly, girls in the comparison group did not show gains on these two items. The comparison group pre and post scores on the items were 67% positive on the pretest, 66% positive on the posttest for item 1, and 63% positive on the pretest, 62% on the posttest for item 2. These findings suggest a program effect for females of an increase in confidence in their abilities.**

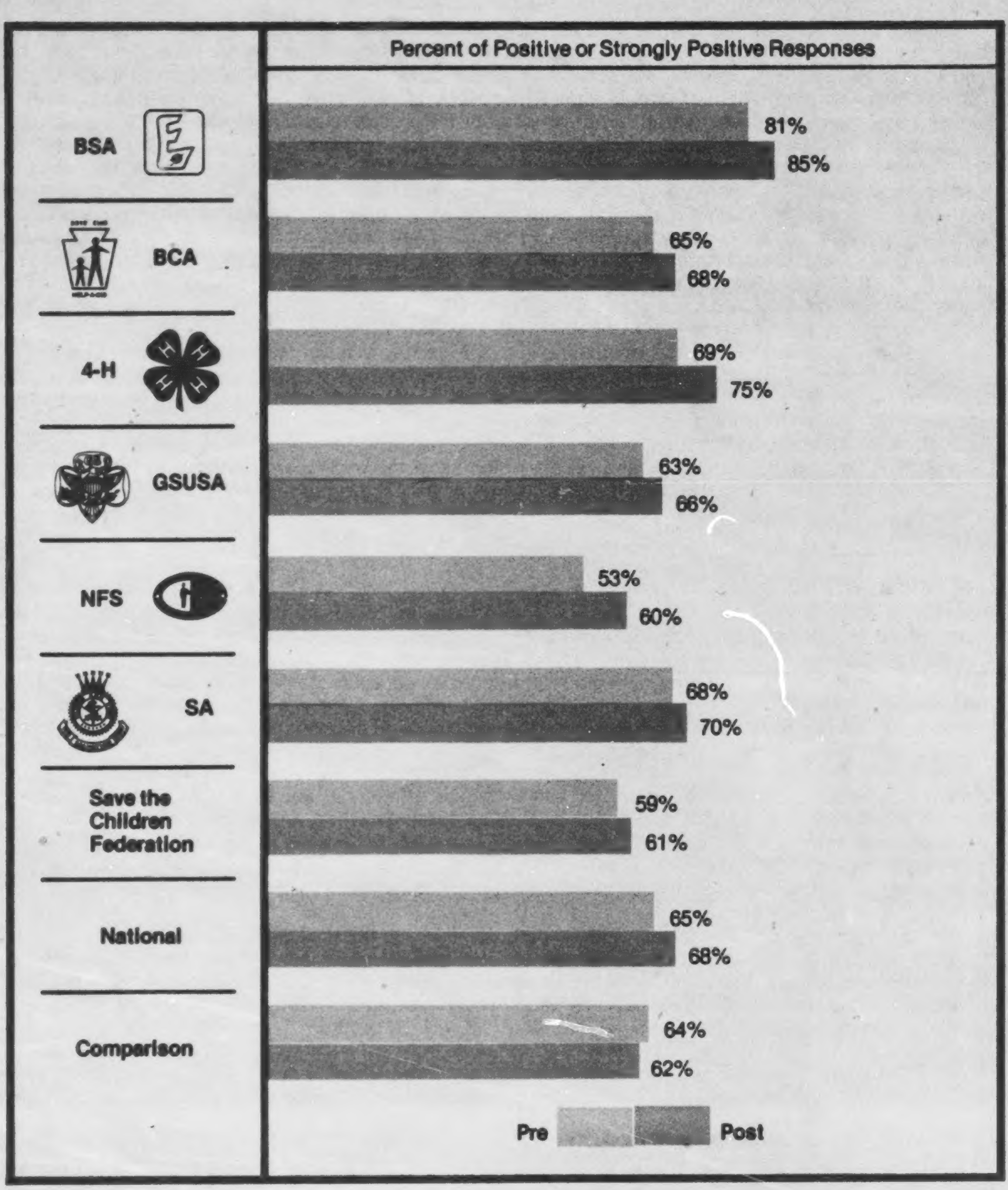
Opinions About Careers in Child Care

Nationally, both Education for Parenthood participants and youth in the comparison group expressed positive opinions on the pre-measure relative to careers in the child care field. The participants' opinions became slightly more positive on the post-measure and the comparison group became slightly less positive.

At the National Voluntary Organization level the percentages of positive or strongly positive responses for the overall scale on the pre-measure ranged from 53% (NFS) to 81% (BSA). Opinions became generally more positive on the post-measure for all program participants. On the post-measure the percentages of positive responses ranged from 60% (NFS) to 85% (BSA). Percentages of positive and strongly positive responses for each National Voluntary Organization and the national evaluation and comparison group are presented in Figure 20.

FIGURE 20.

OPINIONS ABOUT CAREERS IN CHILD CARE



In the overall opinions about careers in child care, females generally responded more positively than did males. Females became more positive after participation in the Education for Parenthood Program and males did not. One item on the scale was of particular interest because of large male-female differences in opinion. The item was *"People who have jobs working with children are usually weak."* Only 78% of males disagreed with this statement while 86% of females disagreed. A similar difference was noted in the comparison group (78% of males and 87% of females disagreed with the statement.) On the posttest the male-female differences were even greater than they were on the pretest for both participants and for the comparison group. (Among Education for Parenthood males 73% disagreed with the statement, while 86% of the Education for Parenthood females disagreed. In the comparison group, 71% of males disagreed, while 93% of females disagreed.) This finding suggests a possible cultural bias of males tending more toward the view that child care careers might not be considered appropriate for "strong" males and the Education for Parenthood Program did not change the male participants' views on this issue.

A somewhat disturbing finding was the response to the item: *"Most of the programs for young children do more harm than good."* Twenty percent of the total evaluation group answered *"Not Sure" to* this item and 6% agreed with the statement. On the post-measure these percentages were exactly the same, showing that the Education for Parenthood Program had no effect in changing this opinion. The Education for Parenthood Program, in general, was directed toward giving young people experiences in programs for preschool children, and yet the opinions of the participants relative to the belief that such programs might harm children did not change at all on the post-measure either for males or females.

Self-Ratings of Child Care Skills

In comparing the pre-post differences of the Education for Parenthood participants and the comparison group members, it was found that this scale differentiated between the two groups more than did any other single subscale of the Opinion Section of the Questionnaire. The participants in the Education for Parenthood programs, in general, rated themselves more highly in regard to their child rearing and child care skills at the end of the program than they did at the beginning. The youth in the comparison group started out with lower self-ratings and on the post-measure had not changed significantly. These findings paralleled those of last year's program.

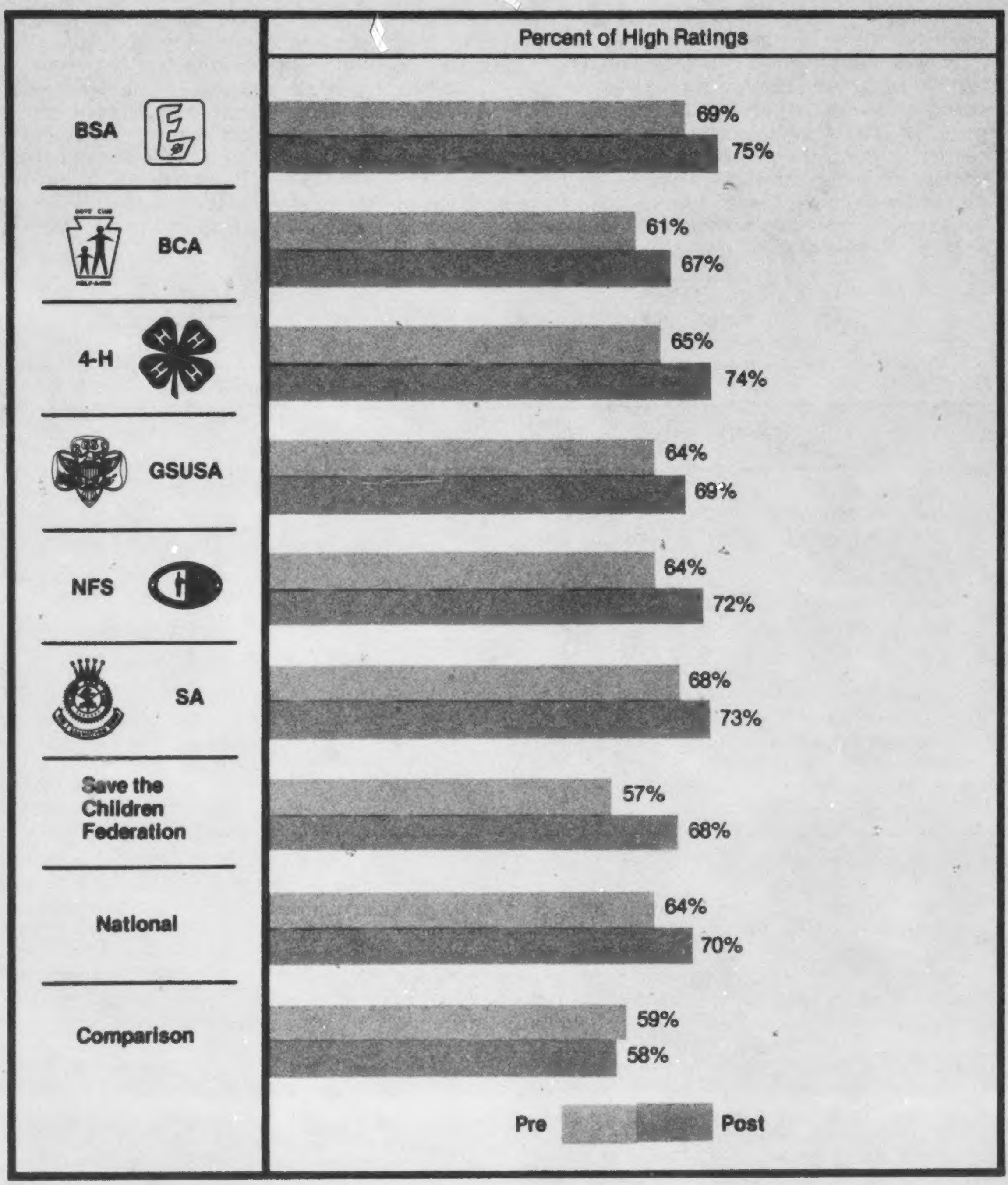
Again, male-female differences were noted and these sex differences were more pronounced than on any other subscales of the Opinion Section of the Questionnaire. Fifty-eight percent of Education for Parenthood males rated themselves highly on child care skills on the pre-measure, compared to 66% of females. Though both males and females made approximately equal gains on the post-measure, sex differences were equally large with 64% of males and 72% of females rating themselves highly.

At the National Voluntary Organization level, participants from the BSA rated themselves most highly in the pre-measure (69% giving high self-ratings) while SCF participants rated themselves lowest (only 57% gave high self-ratings). At the conclusion of the program, SCF participants had made the greatest gains in terms of increase in percentage of those rating themselves high (gain of 11%). The highest post-ratings (75% high self-ratings) were in the BSA program.

For all Education for Parenthood programs, the self-ratings were higher on the post-measure than they had been on the pre-measure. The analysis is shown in more detail in Figure 21.

FIGURE 21.

SELF-RATINGS OF CHILD CARE SKILLS



Because the program effects on this particular measure were more noticeable than on the other subscales of the Opinion Section, it seems appropriate to discuss this measure in more depth. The validity of these findings is substantiated by the fact that last year's evaluation results also revealed that, in the Opinion Section of the Questionnaire, the *Self-Ratings of Child Care Skills* subscale most clearly differentiated between the Education for Parenthood Program participants and the comparison group. In Table 4, comparisons between pre-post test responses are presented for both groups and it can be observed that the program group demonstrated substantial gains on every item, while the comparison group showed minimal gains on only two items, losses on four items, and no change on the remaining items. These findings suggest that the Education for Parenthood Program may have had its greatest impact at a behavioral level, since this particular scale, though included in the Opinion Section, is more of a self-reported behavior measure.

TABLE 4. PRE-POST RESPONSES FOR PROGRAM PARTICIPANTS AND COMPARISON GROUP: SELF-RATINGS OF CHILD CARE SKILLS

	Percentage of High Self-Ratings			
	Program Participants		Comparison Group	
Items	Pre	Post	Pre	Post
Give a baby a bath.	73	78	63	64
Plan interesting activities for children.	73	79	70	70
Be in charge of a group of children.	73	80	66	66
Correctly handle a situation when a child misbehaves.	66	74	69	64
Teach children at certain ages those things they are able to learn.	70	75	63	64
Do the right things when a child becomes ill.	55	63	56	54
Select the right kinds of food to feed to babies and children.	69	73	59	57
Toilet train children.	37	43	31	30

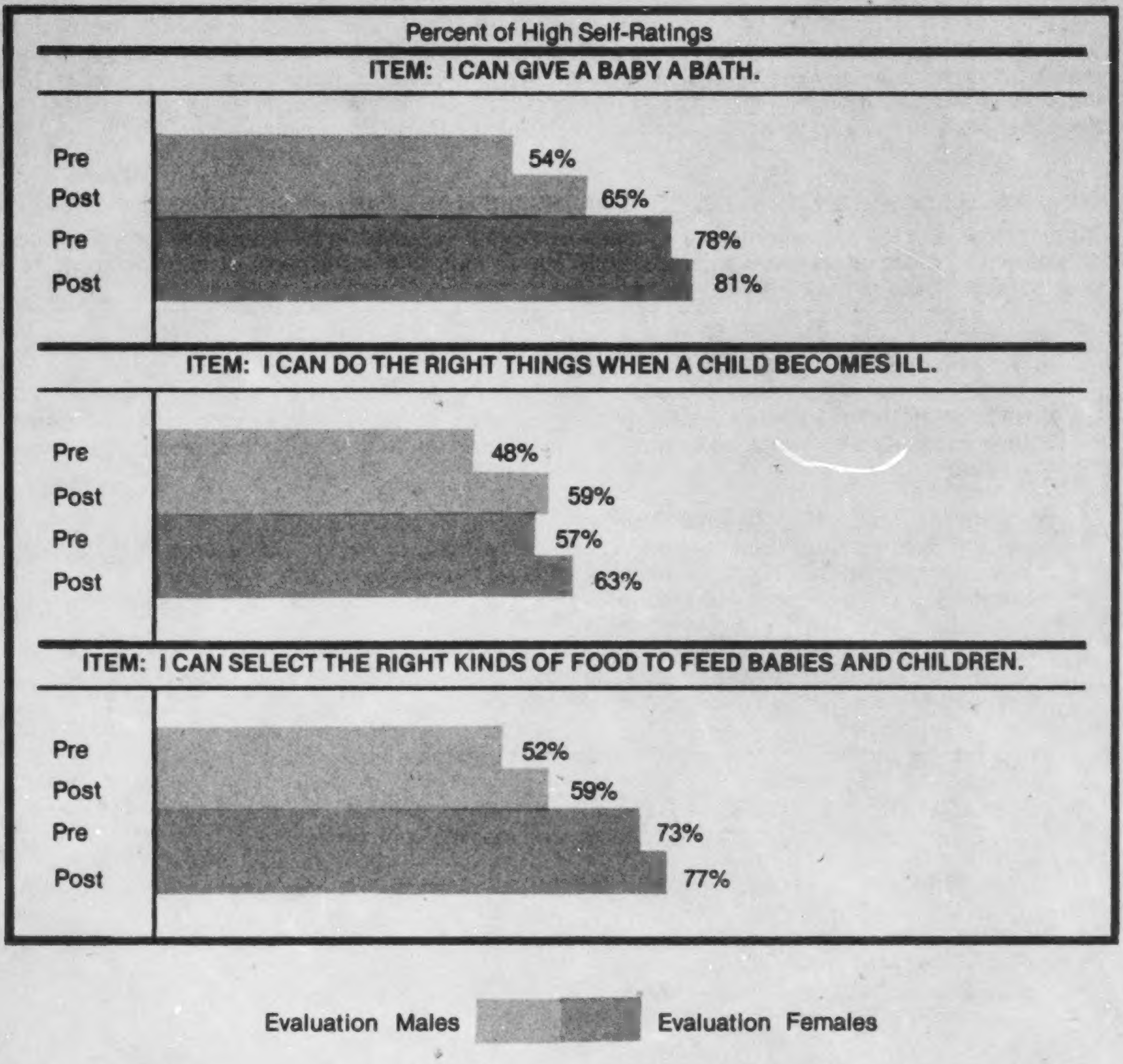
Male-Female Responses

As previously mentioned, male-female differences were also more noticeable on this scale than on the other opinion scales. Females rated themselves more highly than did males on all items with one exception. In response to the item *"I can correctly handle a situation when a child misbehaves,"* 69% of males and only 65% of females indicated that they felt they could do this well. Interestingly, females made greater gains relative to this item, and on the post-measure the percentage of both males and females who thought they could handle the situation well was identical--74%.

Certain items on the *Self-Ratings of Child Care Skills* most clearly differentiated between males and females. These items are presented in Figure 22. As can be seen, males improved more than females on all three items, but never reached the posttest levels reported by the females.

FIGURE 22.

MALE-FEMALE COMPARISONS FOR SELECTED ITEMS ON SELF-RATINGS OF CHILD CARE SKILLS



Comments: Obviously, females felt much more confidence about their skills relative to child care than did males. The particular items shown here appeared to highlight these differences more clearly than did the other items of the scale. Following participation in the Education for Parenthood Project, males showed greater improvement than females in their self-ratings on all three items. Though the data for the comparison group is not shown in this figure, both females and males in the evaluation group showed substantially more improvement than did the comparison group. For example, 11% more evaluation group males compared to 3% more comparison group males rated themselves as able to give a baby a bath after participating in the Education for Parenthood Program than they did at the beginning of the program. The corresponding figures for females were a 3% increase for participants and a 1% decrease for the comparison group. The other two items similarly showed that participant males made substantially greater gains than did the comparison group, and that Education for Parenthood females, though they also made greater gains than did the comparison group females, the gains were not as large as were those of the Education for Parenthood males.

DID THE PARTICIPANTS' KNOWLEDGE ABOUT CHILDREN AND PARENTING CHANGE?

All participants in the evaluation sample responded to four subtests on the Education for Parenthood Questionnaire designed to sample general knowledge about different aspects of human growth and development. The subtests are:

> BEFORE BIRTH. Ten questions about prenatal development including the effects of heredity, nutrition, drugs, and disease on birth outcome.
>
> WHAT INFANTS AND CHILDREN CAN DO. Fourteen questions which sample the participants' ability to identify developmental landmarks (e.g., sitting up, first word) with approximate normative ages.
>
> UNDERSTANDING INFANTS AND CHILDREN. Eighteen agree-disagree statements about the general nature of children (e.g., *"Two year olds are normally stubborn and negative"*), the effects of environmental stimuli (e.g., *"Children do not learn to be aggressive from watching T.V."*), and health (e.g., on the necessity of medical and dental check-ups, causes of retardation).
>
> FAMILY LIFE. Ten scenarios in which different family members discuss ways to handle a variety of child-rearing situations: eating habits, demanding attention, running away, tantrums, etc. The participant selects the statement with which he most agrees.

In addition, some participants responded to two additional sections:

> ADOLESCENCE—ME, MYSELF & I. Ten questions about general characteristics of adolescents — feelings, worries, needs, dating behavior and marriage outcomes.
>
> SEXUAL BEHAVIOR. Fifteen questions about V.D., birth control, conception, pregnancy, etc.

How Well Did the Participants Do?

There are gains and they are small. In the national sample the total gain across the 52 items in the basic subtests is the difference between 23.74 and 25.27, or 1.53 items.

Examination of the comparison sample shows a small but slight gain (+ 0.27) for this group. The small but positive changes for the comparison group may reflect a repeated test phenomenon.

The gains in each content area by the participants in each National Voluntary Organization and the total national sample are displayed in Table 5. These are based on matched test performances, i.e., by comparing a given participant's post program performance with that participant's pre-program performance. The "number of tests" indicates the number of participants for whom both the pre- and post-program Education for Parenthood Questionnaires were available.

TABLE 5. MATCHED PRE-POST PROGRAM MEAN SCORES ON CONTENT AREAS FOR EACH NATIONAL VOLUNTARY ORGANIZATION, THE TOTAL NATIONAL SAMPLE, AND THE COMPARISON SAMPLE.

		Participant Sample								Comparison Sample
		BSA	BCA	4-H	GSUSA	NFS	SA	SCF	Natl	
	Number	48	160	94	387	63	174	29	955	776
Basic Module										
Before Birth (10)	Pre	5.65	4.20	5.25	4.08	3.03	4.74	4.21	4.40	4.62
	Post	6.29	4.58	5.59	4.33	4.05	5.11	4.31	4.79	4.68
Infants Can Do (14)	Pre	6.42	4.89	6.52	5.02	3.89	5.32	4.66	5.22	5.30
	Post	6.60	4.84	6.96	5.23	4.21	5.52	4.90	5.41	5.43
Understanding Infants & Children (18)	Pre	12.42	9.67	10.84	9.03	7.32	10.41	7.72	9.68	9.84
	Post	13.67	10.47	11.98	9.76	7.86	11.03	8.14	10.45	9.90
Family Life (10)	Pre	5.00	4.31	5.17	3.80	3.09	4.51	3.90	4.24	4.32
	Post	5.98	4.41	5.45	3.90	3.36	4.98	3.69	4.49	4.47
Total (52)	Pre	29.48	23.19	27.85	22.10	17.24	25.20	20.48	23.74	24.20
	Post	32.54	24.33	29.96	23.39	19.06	26.76	21.03	25.27	24.57
Optional Modules										
Adolescence-Me, Myself, I (10)	Pre	7.85	6.55	7.52	5.80	4.59	7.09	4.43	6.72	6.82
	Post	8.69	6.69	7.51	5.58	4.70	6.99	4.14	6.78	7.01
Sexual Behavior (15)	Pre	6.79	5.04	6.33	5.08	4.74	6.17	4.18	5.61	5.49
	Post	7.26	5.70	6.77	6.02	4.59	6.81	4.11	6.14	6.16

The gains are small but real. Is it possible that the small program pre-post changes are really chance fluctuations? This might be possible especially in view of the fact that the non-program, comparison groups also demonstrated positive changes. This question is answered through the Analysis of Covariance. In this procedure the average performance gains are adjusted for initial performance. That is, the gain reported is adjusted according to the pretest performance.

The Analysis of Covariance compared mean performances of the participant and comparison groups (program and non-program) and the mean performances of males and females. Table 6 shows the Analysis of Covariance results for the participant and comparison groups. The scores shown in Table 6 are posttest scores. They are slightly different from the posttest scores shown in Table 5 because they have been adjusted according to pretest performance by the Analysis of Covariance.

For each National Voluntary Organization, the total national sample, and the comparison group, Table 6 shows: The average score of the whole group (the average of the participants and the comparison subjects), the comparison group's average score, the participants' average score, and the outcome of the Analysis of Covariance. The latter is reported by indicating whether or not the difference in the performance of the comparison and participant groups is statistically significant, that is if the probability reported in outcome is less than or equal to 0.01 ($p \leq 01$).

Significant means that the probability of a chance difference in performance between the participant and comparison groups is so small that statisticians will accept the difference as "real" rather than chance. For example, look at the performance of the total national participant and comparison groups on the Before Birth subtest:

BEFORE BIRTH	Average Score	4.74
	Comparison Score	4.65
	Participant Score	4.83
	Outcome	Sig.

This tells us that the average performance of both groups combined is 4.74 (out of 10 possible on this subtest) that the comparison group's average is 4.65; that the participant group's average is 4.83; and that the outcome is significant. That is, the difference in the performance of the two groups, although small, can be considered a real rather than a chance difference.

TABLE 6. THE ANALYSIS OF COVARIANCE SHOWING THE AVERAGE PERFORMANCE OF COMPARISON AND PARTICIPANTS COMBINED (AVERAGE SCORE), THE AVERAGE COMPARISON SCORE AND THE AVERAGE PARTICIPANT SCORE. "SIG" INDICATES THAT THE PERFORMANCE OF THE COMPARISON AND PARTICIPANT GROUPS ARE STATISTICALLY SIGNIFICANTLY DIFFERENT (I.E., PROBABLY NOT DUE TO CHANCE, $p \leq .01$)

Basic Module		BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Before Birth (10)	Average Score	4.78	4.67	4.78	4.60	4.64	4.76	4.67	4.74
	Comparison Score	4.72	4.65	4.72	4.65	4.63	4.70	4.68	4.65
	Participant Score	5.74	4.77	5.25	4.46	4.78	5.01	4.48	4.83
	Outcome	Sig	—	Sig	—	—	Sig	—	Sig
Infants Can Do (14)	Average Score	5.50	5.33	5.60	5.38	5.35	5.45	5.41	5.42
	Comparison Score	5.47	5.39	5.51	5.44	5.39	5.46	5.42	5.48
	Participant Score	5.98	5.03	6.33	5.09	4.80	5.41	5.15	5.36
	Outcome	—	—	Sig	—	—	—	—	—
Understanding Infants (18)	Average Score	10.12	10.00	10.13	9.86	9.75	10.10	9.83	10.18
	Comparison Score	10.01	9.87	10.00	9.84	9.72	10.00	9.85	9.91
	Participant Score	11.85	10.62	11.20	9.91	9.39	10.56	9.36	10.43
	Outcome	Sig	Sig	Sig	—	—	Sig	—	Sig
Family Life (10)	Average Score	4.56	4.46	4.57	4.33	4.39	4.56	4.44	4.48
	Comparison Score	4.50	4.46	4.53	4.44	4.42	4.50	4.46	4.48
	Participant Score	5.52	4.45	4.93	3.99	3.96	4.81	3.88	4.48
	Outcome	Sig	—	Sig	—	—	Sig	—	—
Total (52)	Average Score	25.06	24.53	25.17	24.29	24.22	24.97	24.44	24.93
	Comparison Score	24.85	24.42	24.93	24.32	24.22	24.78	24.47	24.52
	Participant Score	28.29	25.06	27.08	24.20	24.16	25.85	23.66	25.32
	Outcome	Sig	—	Sig	—	—	Sig	—	Sig
Optional Module									
Adolescence—Me, Myself, I (10)	Average Score	7.12	6.95	7.07	6.50	6.93	7.01	6.96	6.92
	Comparison Score	7.06	6.97	7.08	6.58	6.97	7.05	6.99	7.02
	Participant Score	7.94	6.85	6.99	6.02	5.94	6.77	5.54	6.78
	Outcome	Sig	—	—	—	Sig	—	Sig	—
Sexual Behavior (15)	Average Score	6.48	5.91	6.43	6.12	5.87	6.44	5.77	6.15
	Comparison Score	6.44	5.97	6.45	6.16	5.64	6.37	6.02	6.26
	Participant Score	6.59	5.86	6.41	6.02	4.88	6.54	4.72	6.10
	Outcome	—	—	—	—	Sig	—	Sig	—

What if the difference between the participant and comparison performances is not statistically significant? This does not necessarily mean that the program had no effect. It simply means that the probability of the difference being due to chance rather than program is greater. Statistical significance is related to sample size and, in general, the smaller the sample the greater must be the difference to establish statistical significance.

Further examination of Table 6 shows the following for the national sample. In addition to the Before Birth subtest the gains of the third year's participants are significantly different from the comparison group on the Understanding Infants subtest ($p \leq .01$). This suggests that, in general, the programs are more effective in these two areas than in the other two. Differences within individual National Voluntary Organizations may be interpreted in the same way.

It should be noted that in some cases the participants did not perform as well as the comparison group: The NFS and SCF participants were lower on the optional Adolescence and Sexual modules.

Generally speaking, the performance of the national group this year is substantially the same as last year with the exception that the gains on the Family Life subtest are not significant this year as they were in 1974-75.

How significant is significant? What do the small differences between program and comparison groups mean? Since the evaluation instrument contains only a small number of items in any given area (e.g., 10 items on prenatal development on "Before Birth"), programs which show small but significant gains over comparison groups have probably produced a respectable gain. The evaluation instrument does not really measure the amount the participants learned but, rather, indicates that they learned enough in the topic area (e.g., prenatal development) to reflect a significant gain on these 10 particular items.

Males Don't know as Much as Females

Table 7 shows the performance of males and females on both the pre- and post-questionnaires. These data confirm the second year's observation that females score higher than males independent of whether they are program participants or not. As a matter of fact, females score higher on the pretest than do male program participants on the posttest. This is characteristic of all National Voluntary Organizations on each of the four basic content subtests. We can only conclude that a definite bias exists in the cultural childrearing and education patterns that make it more likely that females will learn child development information than males.

TABLE 7. THE AVERAGE PERFORMANCE OF MALES AND FEMALES ON THE PRETEST AND POST-TEST FOR THE TOTAL NATIONAL GROUP AND THE COMPARISON GROUP

			Before Birth (10)	Infants Can Do (14)	Under-standing Infants (18)	Family Life (10)	Total (52)
Program Participants	Male	Pre	3.77	4.43	8.78	3.79	21.07
		Post	4.46	4.40	9.45	4.10	22.41
	Female	Pre	4.56	5.41	9.91	4.34	24.39
		Post	4.87	5.66	10.71	4.58	25.94
Comparison Group	Male	Pre	4.32	4.81	9.23	4.01	22.56
		Post	4.38	4.96	9.04	4.06	22.53
	Female	Pre	4.83	5.65	10.28	4.53	25.35
		Post	4.90	5.77	10.52	4.75	26.01

WHAT WERE THE MOST EFFECTIVE TRAINING TECHNIQUES?

In a project as multifaceted as the Education for Parenthood Program, a wide variety of variables could account for the success or failure of a teenager to learn more about children and parenting. However, for future program planning, it is very important to know what really works. To answer this question, several analyses were performed. First, two groups of 100 participants each were identified based upon their performances on the content subtests of the Pre-Post Modular Questionnaire. One group showed the greatest gain in pre-to-post test scores (Top 100) and the other group showed the lowest gain (no gain or a decrease) in pre-to-post test scores (Bottom 100). To determine if responses by the Top 100 and Bottom 100 were indeed significantly different from each other an Analysis of Covariance was conducted. The results showed that the Top 100 group scores were statistically significantly (p = .001) better than the Bottom 100 group scores on all subtests (see Table 8).

TABLE 8. THE ANALYSIS OF COVARIANCE SHOWING THE AVERAGE PERFORMANCE OF THE TOP 100 AND BOTTOM 100 GROUPS COMBINED (AVERAGE SCORE), THE AVERAGE TOP 100 SCORE AND THE AVERAGE BOTTOM 100 SCORE.

	Average Score	Bottom 100 Score	Top 100 Score	Outcome
Basic Module				
Before Birth (10)	4.56	2.88	6.24	$p = .001$
Infants Can Do (14)	5.39	3.61	7.17	$p = .001$
Understanding Infants (18)	9.72	6.44	13.00	$p = .001$
Family Life (10)	4.39	2.93	5.85	$p = .001$
Total (52)	24.06	15.79	32.33	$p = .001$
Optional Module				
Adolescence—Me, Myself, I (10)	6.42	5.06	7.75	$p = .001$
Sexual Behavior (15)	5.90	5.20	6.61	$p = .001$

To determine if demogaphic variables such as age, sex, race, and the like could account for the differences between the two groups a multiple regression analysis was performed. The results showed no significant difference between the groups regarding demographic variables. Table 9 shows the demographic distribution of the two groups.

TABLE 9. DEMOGRAPHIC DISTRIBUTION OF THE TOP 100 AND BOTTOM 100 GROUPS

	Number of Top 100	Number of Bottom 100
AGE		
13 & younger	25	28
14-15	31	32
16-17	32	28
18 & older	12	12
SEX		
Female	71	82
Male	29	18
GRADE		
6-9	37	53
10-12	49	34
Not in school	8	5
Other	6	8
RELIGION		
Protestant	46	42
Catholic	39	39
No Religion	5	9
Other	9	9
ETHNICITY		
White	71	63
Black	22	23
Mexican-American	2	5
Other	5	9
FAMILY COMPOSITION		
Mother and Father	58	53
Mother, Father and other relatives	5	6
Mother only	19	17
Other	18	24
Siblings under 6 years of age		
None	75	69
1	20	28
2 or more	5	3

A National Voluntary Organization comparison was then made to see if more of the Top 100 or Bottom 100 group could be found in a particular site or National Voluntary Organization. The results were negative with no one program or National Voluntary Organization showing more effectiveness than any other with regard to the two groups. The distribution of the Top 100 and Bottom 100 groups by National Voluntary Organization is shown in Table 10.

TABLE 10. THE DISTRIBUTION OF THE TOP 100 AND BOTTOM 100 GROUPS BY NVO

	Number of Top 100	Number of Bottom 100
BSA	13	3
BCA	19	24
4-H	12	6
GSUSA	20	28
NFS	9	8
SA	26	24
SCF	1	7
Total	100	100

The participants in each of the two groups were then matched with their site's Training Description Forms. To insure proper weighting of each site, the number of Top 100 and Bottom 100 participants were used to randomly select Training Description Forms for analysis. Any site with an equal number of Top 100 and Bottom 100 participants was deleted from the sample. Using this weighting method, a total sample of 74 Top 100 and 78 Bottom 100 participants was selected. A *t*-test of independent samples was then used to determine if there were areas of significant differences with regard to the training of the Top 100 versus the Bottom 100 participants.

Of all the training variables reported on the Training Description Form only rap sessions and role playing were found more frequently used with the Top 100 versus the Bottom 100 group. This suggests that these two approaches seem to be more effective in facilitating pre-post gains than the other approaches used. Table 11 shows the percentage of Top 100 and Bottom 100 participants receiving the various training approaches.

TABLE 11. TRAINING APPROACHES AND THE PERCENTAGE OF TOP 100 AND BOTTOM 100 PARTICIPANTS

Training Approaches	Top 100 N = 73	Bottom 100 N = 78
Group Discussions	71.2	61.5
Rap Sessions	43.8*	25.6*
A-V Presentation	28.8	24.4
Lecture	47.9	38.5
Demonstration	21.9	15.4
Develop Some Skill	16.4	25.6
Role Play Situation	34.2**	16.7**
Observation of Children	15.1	12.8
Care for Children	1.4	6.4
Prepare A-V	1.4	2.6
Attended Staff Meeting	0	0
A-V Recording	2.7	1.3
Other Training Procedures	23.3	24.4

*$t = -2.38; df = 149; p = .02$

**$t = -2.52; df = 149; p = .01$

HOW DID THE PARTICIPANTS AND PROGRAM STAFF FEEL ABOUT THE PROGRAMS?

The data reported in this section were obtained from Program Assessment Questionnaires administered to 1,162 participants, 37 instructors and 30 instructor-administrators; and from personal interviews with 202 participants, 42 instructors, and 37 instructor-administrators.

The number of participants involved in the evaluation in 1975-76 closely approximated the 1974-1975 sample. However, considerably fewer instructors and administrators (½ to ⅔) completed the questionnaire or were interviewed during the third evaulation year.

The data presented here is national in scope and all seven National Voluntary Organizations are included in the sample. Because most National Voluntary Organization data closely parallels the national sample, the only individual National Voltunary Organization information which is presented is that which differs in important ways from the national data. All figures are percentages of those responding.

What Were the Overall Ratings of the Programs?

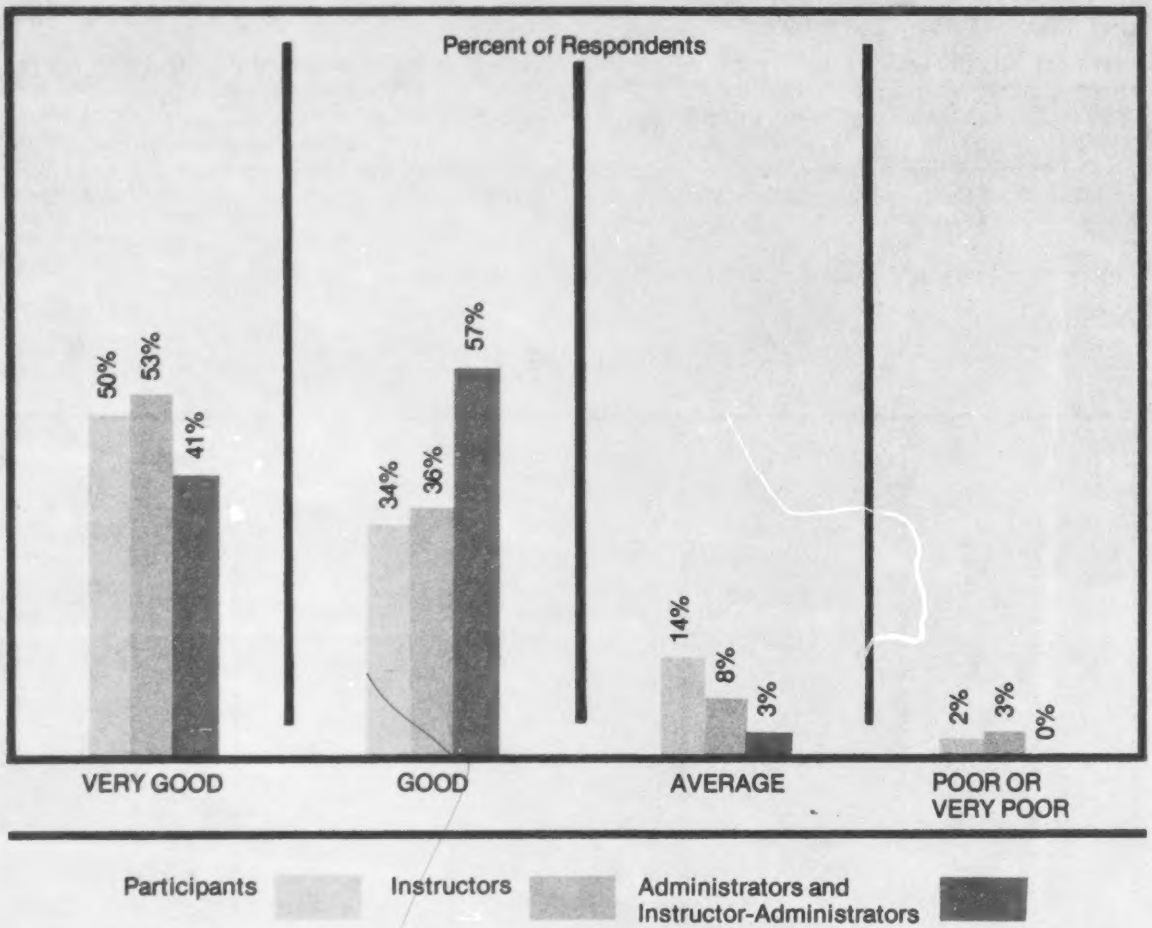
The data obtained from the 1975-1976 programs closely resembles that reported in 1974-1975. A strong majority of all respondents (about 90%) continued to approve of Education for Parenthood programs and rated them as *good* or *very good.*

Overall ratings of the program by instructors and participants varied only slightly between project years. On the other hand, the number of administrators who judged the program to be *very good* dropped over ten percentage points (from 50% to 40%) during the past year. At the same time the number of administrators rating the program *good* increased from 39% to 57%.

Less than 3% of all raters thought the programs were *poor* or *very poor.* Figure 23 presents the overall ratings on a national basis.

FIGURE 23.

OVERALL, FOR THE PARTICIPANTS (ME) THE PROGRAM WAS:



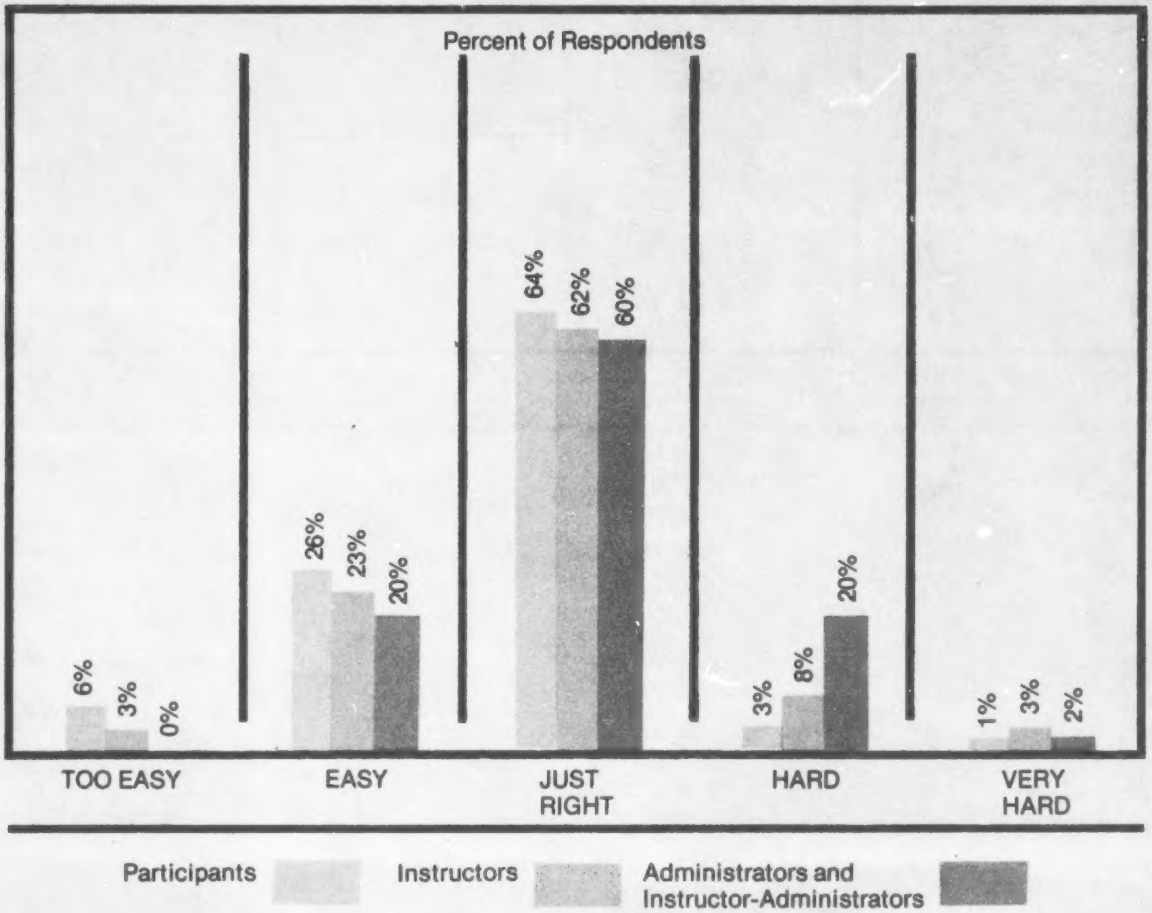
How Difficult Were the Programs?

Just right was the reply of the majority of the respondents (over 60%) concerning program difficulty. However, a skewing of the distribution toward the *easy* side can be found. Changes in results between the second and third years were slight although a larger percentage of participants found the third year's program to be *easy* or *too easy* (an increase of 8%). On the other hand, 7% of the administrators rated it *harder*. Actually, over 40% of participants in two of the National Voluntary Organizations (BSA and SA) found their programs to be *easy* or *too easy*. On the other hand, project staff, in general, rated the programs as *hard* or *very hard* more frequenty than did the participants.

Figure 24 summarizes the difficulty ratings for the national sample.

FIGURE 24.

FOR THE PARTICIPANTS (ME) THE PROGRAM WAS:



How Interesting Were the Programs?

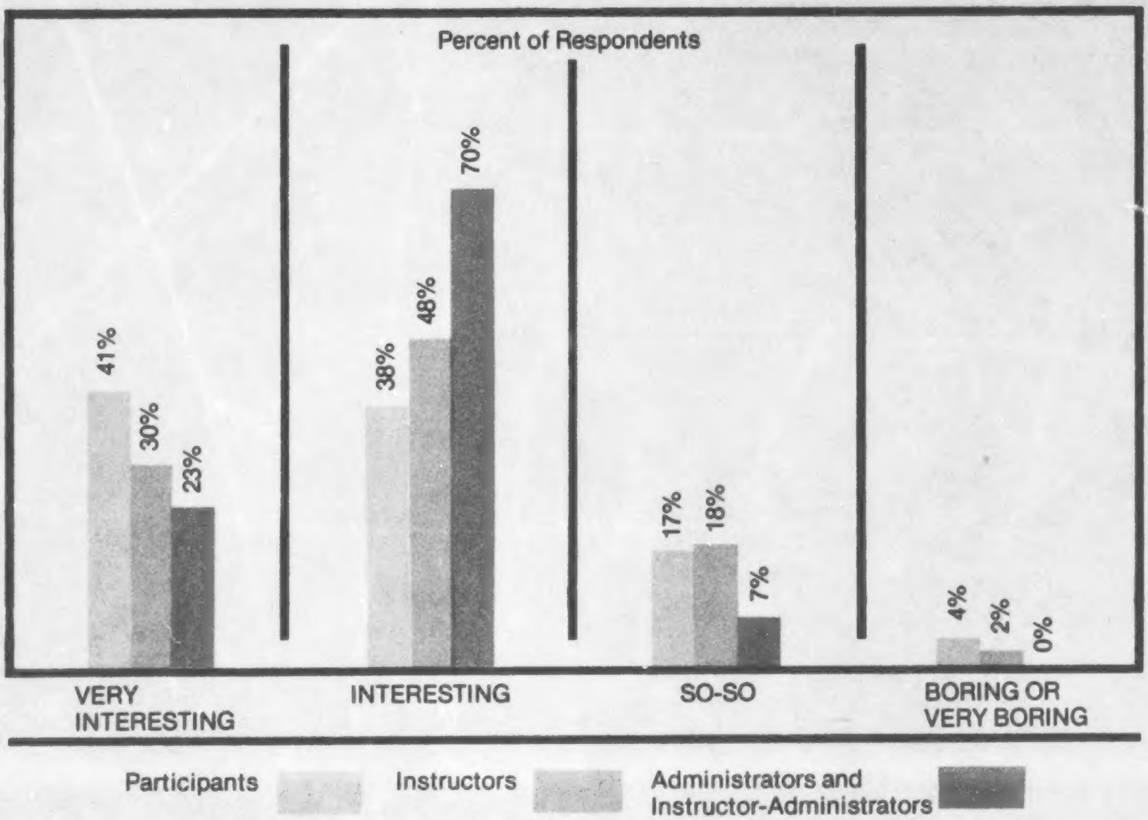
Participants in the national sample (41%) rated the Education for Parenthood programs as *very interesting* more often than did the instructors (30%) or administrators (23%). Over 75% of all respondents found programs to be *interesting* or *very interesting* and less than 5% rated the programs *boring.*

However, a larger percentage of the third year participants (17%) and instructors (18%) found the program to be just *so-so* than did second year participants (11%) and instructors (11%).

Among the National Voluntary Organizations the SCF had the largest number of interested participants (90%) whereas the greatest percentages of participants rating the programs *so-so* or *boring* were with the BSA (30%). The national data are summarized in Figure 25.

FIGURE 25.

FOR THE PARTICIPANTS (ME) I THINK (THOUGHT) THE PROGRAM WAS:



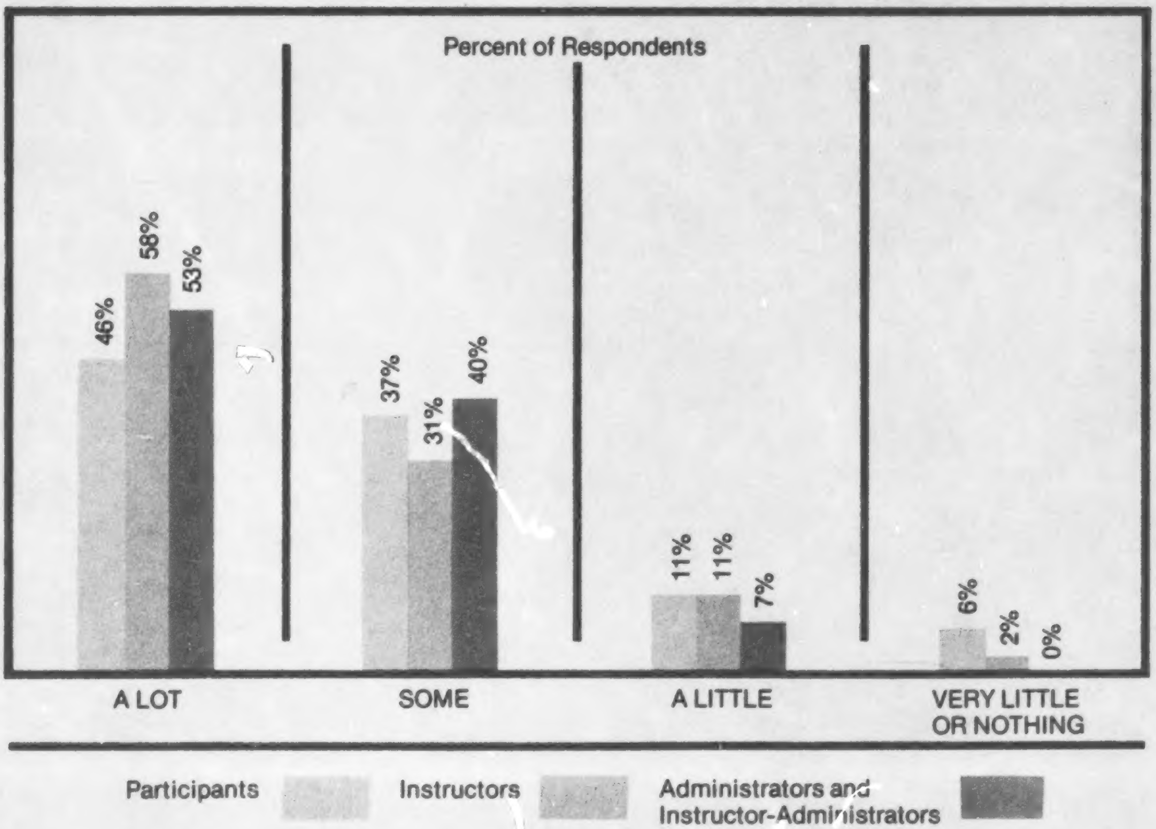
How Much Did the Participants and Staff Think the Participants Learned?

Program staff felt more positively about the amount learned by Education for Parenthood participants than did the participants themselves. Fifty-eight percent of instructors and 53% of administrators claimed that *a lot* was learned during the program whereas 46% of the participants felt that way. Third year participants were somewhat less enthusiastic that *a lot* had been learned (46%) than were second year participants (50%). Between 40 and 50 percent of all respondents said they had learned *some* or *a little* but only 6% of participants claimed they had learned *very little* or *nothing.*

Among the National Voluntary Organizations, the Boys' Clubs had the greatest percentage of participant respondents who felt they had learned *a lot* (53%), whereas the BSA (8%) had the largest percentage of participants who rated the program as having little or no effectiveness. A summary of data from the national sample is presented in Figure 26.

FIGURE 26.

THROUGH THE PROGRAM I THINK THE PARTICIPANTS (I) LEARNED:

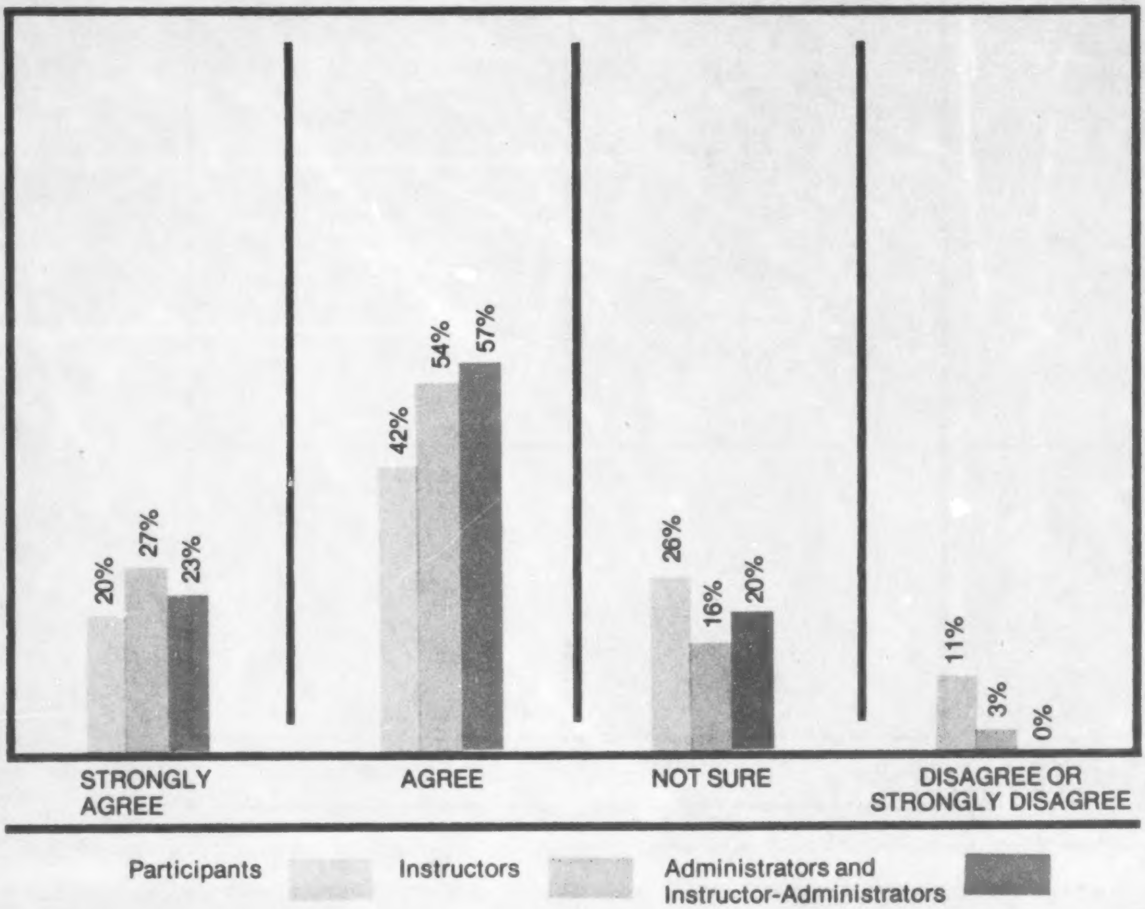


Will the Program Help the Participants be Better Parents?

A larger percentage of instructors (81%) and administrators (80%) than participants (62%) agreed that the Education for Parenthood Program would help youth become better parents. But administrators in the third year's sample were less confident regarding the long-term effectiveness of the program than were the administrators during the second year (a decrease of 13%). Twenty-six percent of the participants, 16% of the instructors, and 20% of the administrators were *not sure*. Only 2% of the staff rated the program as ineffective in developing better parents compared to 11% of the participants. National sample responses are presented in Figure 27.

FIGURE 27.

THE PROGRAM WILL HELP THE PARTICIPANTS (ME) BECOME A BETTER PARENT.

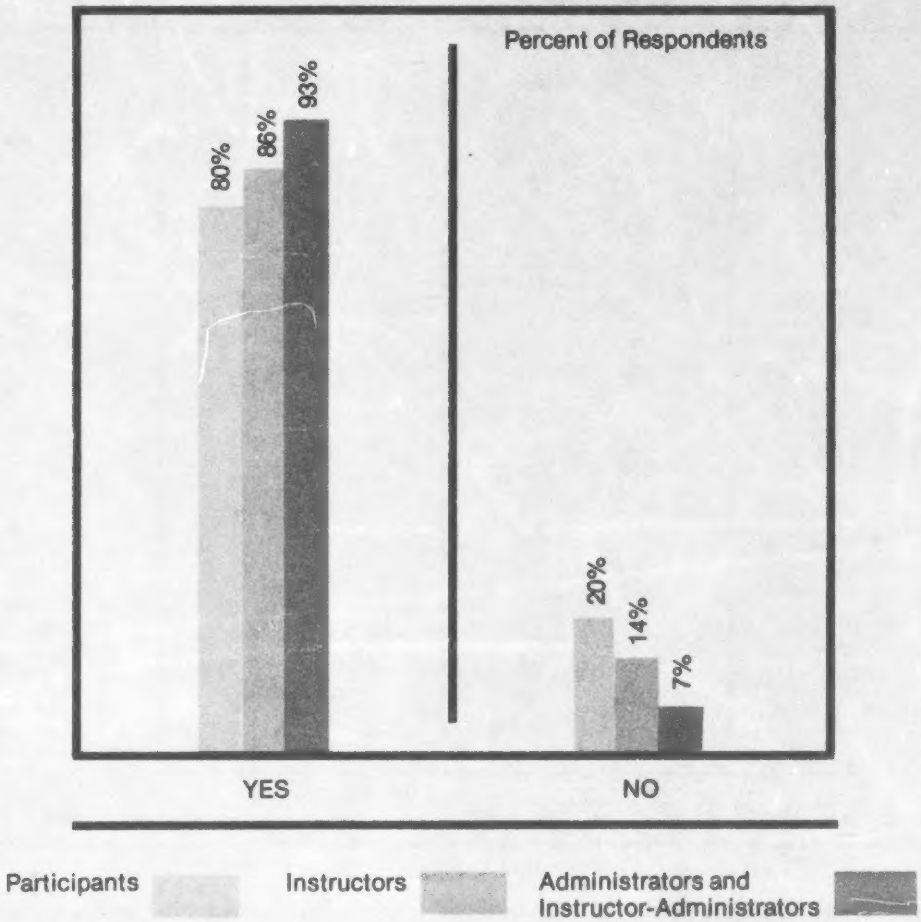


Were the Programs Relevant to Participants' Backgrounds?

Among the respondents a large majority (over 80%) rated their programs as culturally relevant. Participants rating the program as relevant increased by 10% in the third year, from 70% to 80%. Among the National Voluntary Organizations the program rated relevant by the largest percentage of participants was the 4-H program with over 90% answering *yes* to the evaluation question. Figure 28 presents the rating by the national sample.

FIGURE 28.

DO YOU THINK THE PROGRAM WAS RELEVANT TO THE PARTICIPANTS (YOUR/ ETHNIC/CULTURAL BACKGROUND?



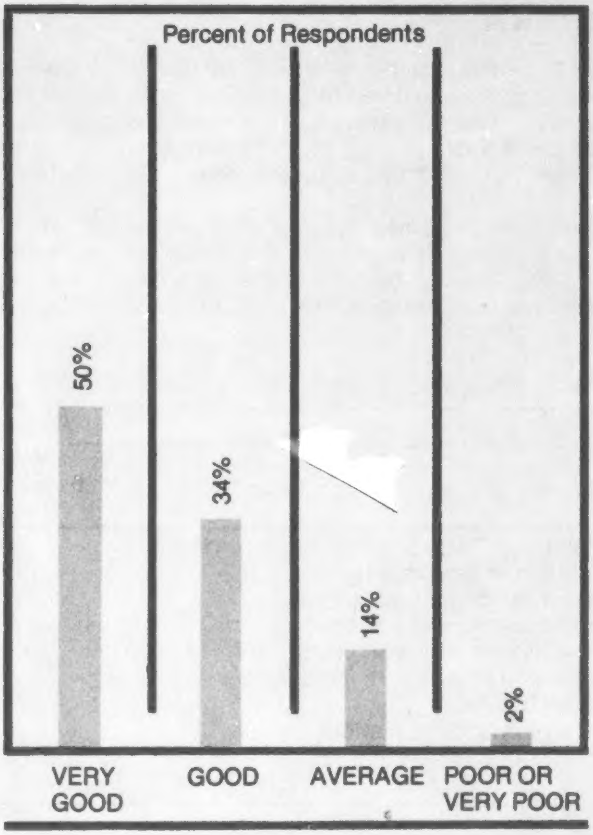
How Did the Participants Feel About the Group Leaders?

Only the participants were asked to respond to this question. During the third year, 84% of those sampled rated their group leaders as *good* or *very good.* This is an increase of 4% over the previous year. Participants' approval of their leaders obviously remained strong.

Among the National Voluntary Organizations the BCA seemed to have the highest appreciation of their leaders, with 58% of their participants rating the leaders as *very good.* Figure 29 presents the ratings by national sample.

FIGURE 29.

MOST GROUP LEADERS WERE:



What Were the Participants' Expectancies of the Program and the Most Important Things They Learned?

The interview questions during the third project year were the same as those used in the previous year. Participants were asked what they expected to gain from the program when they first entered it. This question was followed by one requesting that participants decide which of all the things learned was most important to them and whether or not the program lived up to expectations.

Nationally, learning about babies and children and how to care for them remained far and above the greatest program expectation among the participants (53%). And their expectations must have been met because 47% felt that their program experiences in this area were the most important ones for them.

Fifteen percent of the participants also hoped to learn how to get along better with peers but only 2% rated this topic as the most important one learned. Another 6% wanted to gain a better understanding of themselves and a full 15% felt that improvement in self understanding was the most important thing learned.

Among National Voluntary Organizations the majority of the BCA participants (67%) expected to learn about babies and children and 56% considered this to be the most important topic covered. Gaining a better understanding of self was one outcome which relatively few participants anticipated achieving (BCA, 7%; 4-H, 17%; and GSUSA, 3%) but at the program's termination, a larger percentage (BCA, 18%; 4-H, 31%; and GSUSA, 26%) felt this to be the most important thing learned.

Sex education was one topic which gained in importance. Only 4% of BCA participants, 28% of those in NFS and 2% in SA expected to learn about this topic, and yet sex education was considered to be the most important thing learned by 7% of BCA participants, 36% in NFS, and 15% in SA. Expectancies and the most important things learned are summarized on a national basis in Table 12.

TABLE 12. PARTICIPANTS' EXPECTANCIES AND THE MOST IMPORTANT THINGS THEY LEARNED

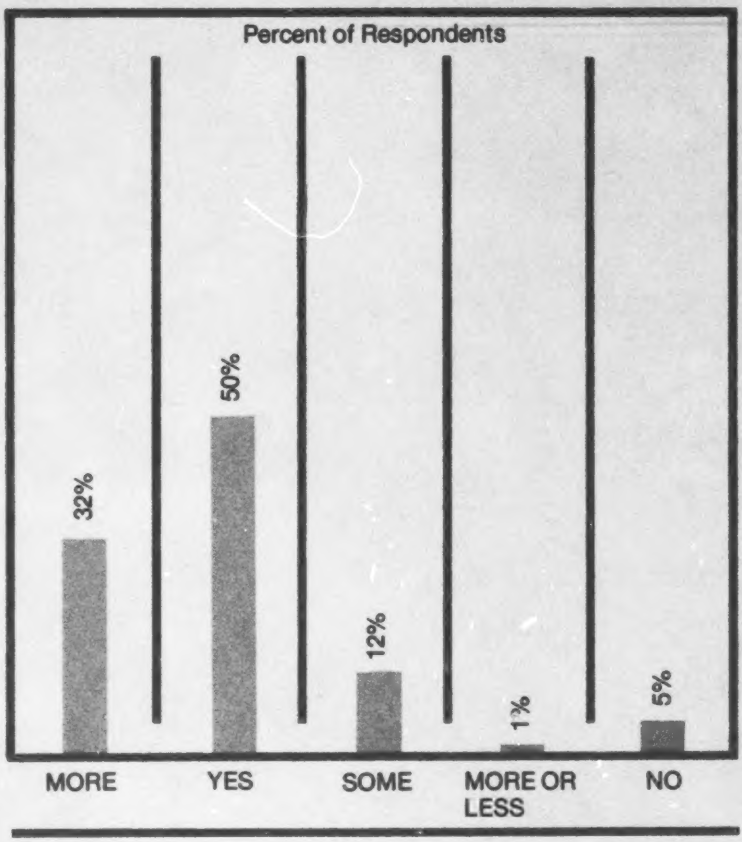
	Percent of Respondents	
Program Categories	What Expected to Learn	Most Important Thing Learned
Learn about babies, children, care for and teach them	53	47
Learn about parenthood and family life	8	4
Learn about sex, birth control, pregnancy	6	11
Better self understanding and self concept	6	15
Learn how to get along better with peers	15	2
Learn how to get along better with family	3	3
Learn about other lifestyles	—	—
Train to be a leader in an organization	1	1
Don't know	14	4
Other	9	17

Participants remained very strong in their support of the Education for Parenthood programs during the third year with a large majority (82%) of the total group responding that the program gave them what they wanted. This is a 6% gain over the previous year in the number of participants who indicated that the Education for Parenthood programs lived up to or exceeded their expectations.

Among National Voluntary Organizations, participants in the NFS and SCF programs were the most supportive with over 90% of those sampled in both organizations responding affirmatively. National responses are summarized in Figure 30.

FIGURE 30.

NOW THAT THE PROGRAM IS ENDING OR ENDED, DO YOU FEEL THAT YOU GOT WHAT YOU WANTED?



EDUCATION FOR PARENTHOOD:

THE DEVELOPMENT OF THE MATERIALS MATRIX

> *"Young people will learn a lot about kids growing up and that it is not as easy as you think it is."*
>
> EfP Teenage Participant

THE DEVELOPMENT OF THE MATERIALS MATRIX

The experiences of the National Voluntary Organizations during the development of their parenthood education demonstration programs revealed definite problems both in locating curriculum and training materials suitable for a teenage population, and in deciding which parenting concepts were most important for adolescents. Most available parenting materials and programs seemed to be much more suitable for an adult population than for adolescents. Therefore, a great deal of time was devoted in these programs to tracking down and locating suitable written and audiovisual educational materials or to developing these materials from scratch.

As the demonstration programs began to take form and materials were developed or accumulated, there was a growing realization that the experiences of these programs in selecting topics and materials appropriate for parenthood programs for adolescents should be shared with others interested in providing parenthood education programs for youth. To accomplish this task, a select Education for Parenthood Curriculum Development Committee was formed. The Committee consisted of at least one representative from each of the seven National Voluntary Organizations, personnel from the Education Development Center, members of Behavior Associates, and staff from the Office of Child Development and the Office of Education. The Committee decided to compile, and review the materials coming out of the various demonstration projects and to identify the concepts most important for adolescent parenthood education programs.

The Committee began its task by asking : *"What should a teenager learn now in order to eventually become an effective parent?"* The many and varied answers to this question produced an impressive list of parenting concepts (e.g., desire to be a parent, the value of time with children, knowledge of self as a person, etc.) and three non-hierarchical levels of learning (feelings, facts and ideas, and skills) relating to the parenting concepts. The specific parenting concepts were then categorized into the following major areas:

- Who Are You? (Self Awareness; Relating with Others; Attitudes and Approaches to Life; Human Sexuality)
- Children (Prenatal; Physical, Intellectual, Social Development; Behavior and Discipline; Children with Special Needs; Child Health and Safety)
- Family and Environment (Parent's Needs and Styles; Family Lifestyles; Community Resources; Children's Rights; Parent's Rights; Stress; Family Management; Family Communication; Children's Needs)

By placing the categorized parenting concepts on a vertical axis and the levels of learning on a horizontal axis, a convenient matrix format was developed (please see sample matrix on next page).

SAMPLE MATRIX WITH MAJOR CATEGORIES* AND LEVELS OF LEARNING

		LEVELS OF LEARNING	
PARENTING CATEGORIES	**FEELINGS**	**FACTS & IDEAS**	**SKILLS**
WHO ARE YOU?			
Self Awareness (18 concepts)			
Relating with Others (18 concepts)			
Attitudes and Approaches to Life (20 concepts)			
Human Sexuality (9 concepts)			
CHILDREN			
Prenatal (4 concepts)			
Physical, Intellectual and Social Development (37 concepts)			
Behavior and Discipline (15 concepts)			
Children with Special Needs (3 concepts)			
Child Health and Safety (4 concepts)			
FAMILY AND ENVIRONMENT			
Parent's Needs and Styles (10 concepts)			
Family Lifestyles (10 concepts)			
Community Resources (6 concepts)			
Children's Rights (4 concepts)			
Parent's Rights (2 concepts)			
Stress (1 concept)			
Family Management (11 concepts)			
Family Communication (10 concepts)			
Children's Needs (12 concepts)			

*Specific concepts under each category are presented in the section of this *Guide* entitled "The Materials Matrix."

The next step taken by the Committee was to review the materials which had been developed by the National Voluntary Organization demonstration programs and the *Exploring Childhood* materials which had been developed by the Education Development Center, as well as materials which though they may have been developed elsewhere, had been found to be very useful in the demonstration programs. In this review process, the various materials which were judged to be most appropriate for teaching each specific parenting concept across the three levels of learning, were incorporated into the matrix cells. Thus, all materials developed and/or used by the demonstration programs have been reviewed, and those considered most valuable have been referenced in the Materials Matrix which is presented in the section of this *Guide* entitled "The Materials Matrix." Immediately following the Materials Matrix is a complete listing of the materials which have been referenced in the Matrix. Each item has a code number which is listed in the Matrix itself.

This Matrix is now being used to help planners and administrators working with adolescents to develop a curriculum for parenthood education programs and to locate materials which are appropriate for the specific concepts which the individual programs wish to emphasize. A step-by-step explanation of how to use the Materials Matrix is provided in the next section of this *Guide* which also presents an overall plan for developing education for parenthood programs for adolescents.

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EDUCATION FOR PARENTHOOD:

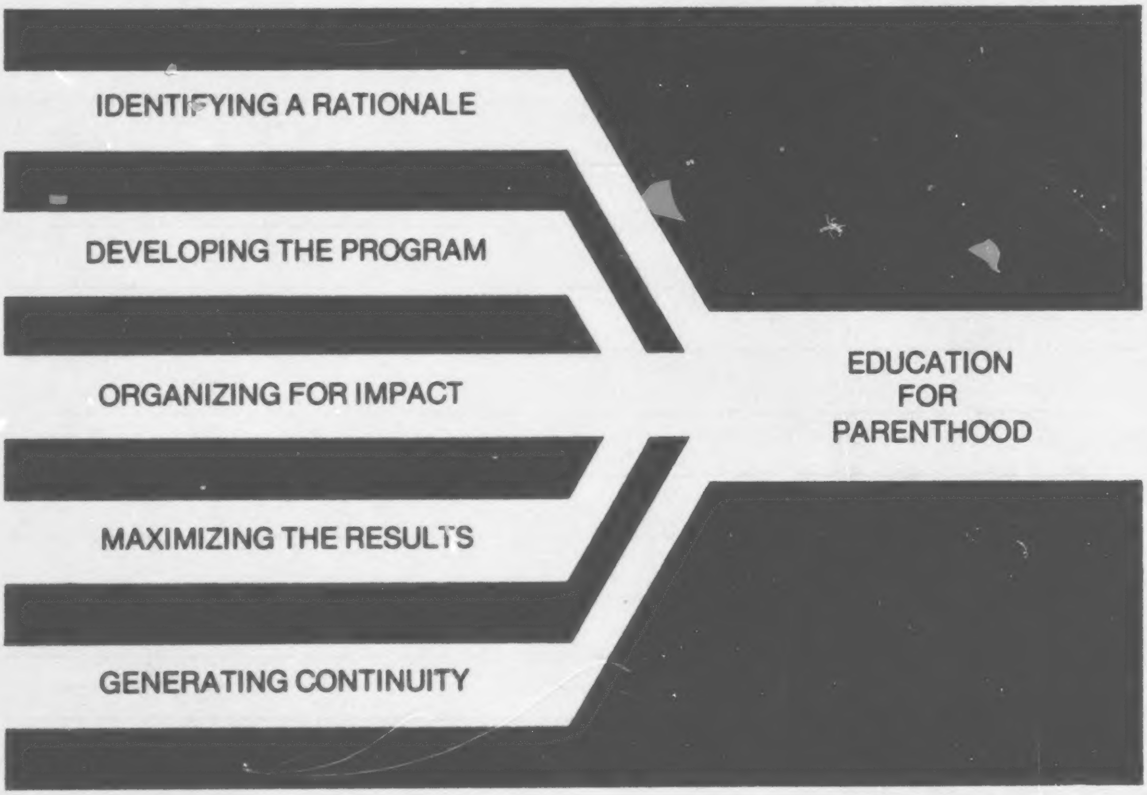
THE STEPS TOWARD PROGRAM DEVELOPMENT

"It does help to make us better parents and adults. Most kids don't learn what we have until much later in life. It's like a head start."
EfP Teenage Participant

THE STEPS TOWARD PROGRAM DEVELOPMENT

A major focus for adolescent participants in an Education for Parenthood Program is developing the life skills of caring for and supporting human growth. Adolescents have an opportunity through Education for Parenthood Programs to take responsible roles in working with children and preparing for their futures. Through an agency's Education for Parenthood effort, adolescents can become involved with their community and its young children. Effective parenthood education programs must include *agency commitment, planning and practical application of theory for adolescents,* and *resources in the community.*

Most of the agencies which implemented successful Education for Parenthood programs concluded that once the initial commitment is established, there are *five* basic phases in the design of well-planned activities. The five phases of Education for Parenthood are described in this section. The steps within each phase are outlined and integrated in a workbook format for your convenience. To utilize this section as a planning guide, read the material in sequence and respond as directed. These phases are schematically presented below.


IDENTIFYING A RATIONALE
DEVELOPING THE PROGRAM
ORGANIZING FOR IMPACT
MAXIMIZING THE RESULTS
GENERATING CONTINUITY
EDUCATION FOR PARENTHOOD

PHASE I: IDENTIFYING A RATIONALE

The purpose of Phase I is to assist an agency in building a rationale for incorporating Education for Parenthood into agency programming. Answering the several questions listed here will help you to decide if it is appropriate to consider an Education for Parenthood Program. Most of these questions are also basic to moving into any new program.

Step 1 General Information

Why should our agency become involved in Education for Parenthood?

Who will benefit?

Which of our agency goals relate to Education for Parenthood?

What is our agency's teenage population like?
(Describe your organization's teenage population using age, socioeconomic background, general skills and interests, educational goals, etc.)

Step 2 List of Expectations

List here your expectations for teenagers who participate in your overall agency programs: (i.e., How do you expect teens to benefit from their interaction with your services?)

List your expectations for teenagers who might participate in an Education for Parenthood Program: (i.e., How do you expect teens to benefit from their participation in your parenting program?)

Now review the two lists and identify and check (✓) common denominators. If there are none, determine why and note the reasons. It is possible Education for Parenthood is not appropriate for your agency or may be difficult to establish within your agency. The appropriateness will be established in Step 3 which follows.

Step 3 Basic and Core Questions

For an in-depth look at your agency's potential to conduct an Education for Parenthood Program, answer each of the questions below. Once the questions have been carefully answered, an agency should have a clear understanding of its reasons and potential for starting an Education for Parenthood Program.

Agency/Administration Questions

Does Education for Parenthood blend with our agency's mission? How?

Are we like any of the seven National Voluntary Organizations involved in Education for Parenthood? How?

Can we do an Education for Parenthood Program in our existing system? Where?

(CORE QUESTION) Can the program build on what we are already doing? Where?

Will our administrators and board support Education for Parenthood? Why?

(CORE QUESTION) Which administrators need to be involved?

(CORE QUESTION) What kind of administrative support will make the program work?

What could be the impact on our agency? Immediate? Long-range effect on overall organization goals?

Program Development Questions

Who will our program reach (in our agency, community, etc.)?

Do content/methods need to be specially tailored for this group?

Does Education for Parenthood fit into our program priorities? How? Where?

What methods/programs do we utilize with teenagers?

Are we doing anything else similar to Education for Parenthood?

(CORE QUESTION) Can we build on what we are doing? How?

How much does it cost?

(CORE QUESTION) What administrators need to be involved?

(CORE QUESTION) What kind of administrative support will make it work?

Delivery and Implementation Questions

Who will take the project off the ground, coordinate, and be responsible?

Do we have appropriate facilities and insurance?

Can we deliver a flexible, informal program?

Will staff need to be trained? In what techniques?

Can we train our staff? If not, where would they go?

How will I be involved?

(CORE QUESTION) **What kind of administrative support will make it work?**

Long-Range Implications Questions

How committed is the administrative staff, Board of Directors, or other governing body to developing such a program?

Can we expect ongoing, continued involvement of key administrative staff?

What you now have is an assessment of your agency's potential to effectively incorporate Education for Parenthood, and a rationale or reason for becoming involved in certain aspects of Education for Parenthood.

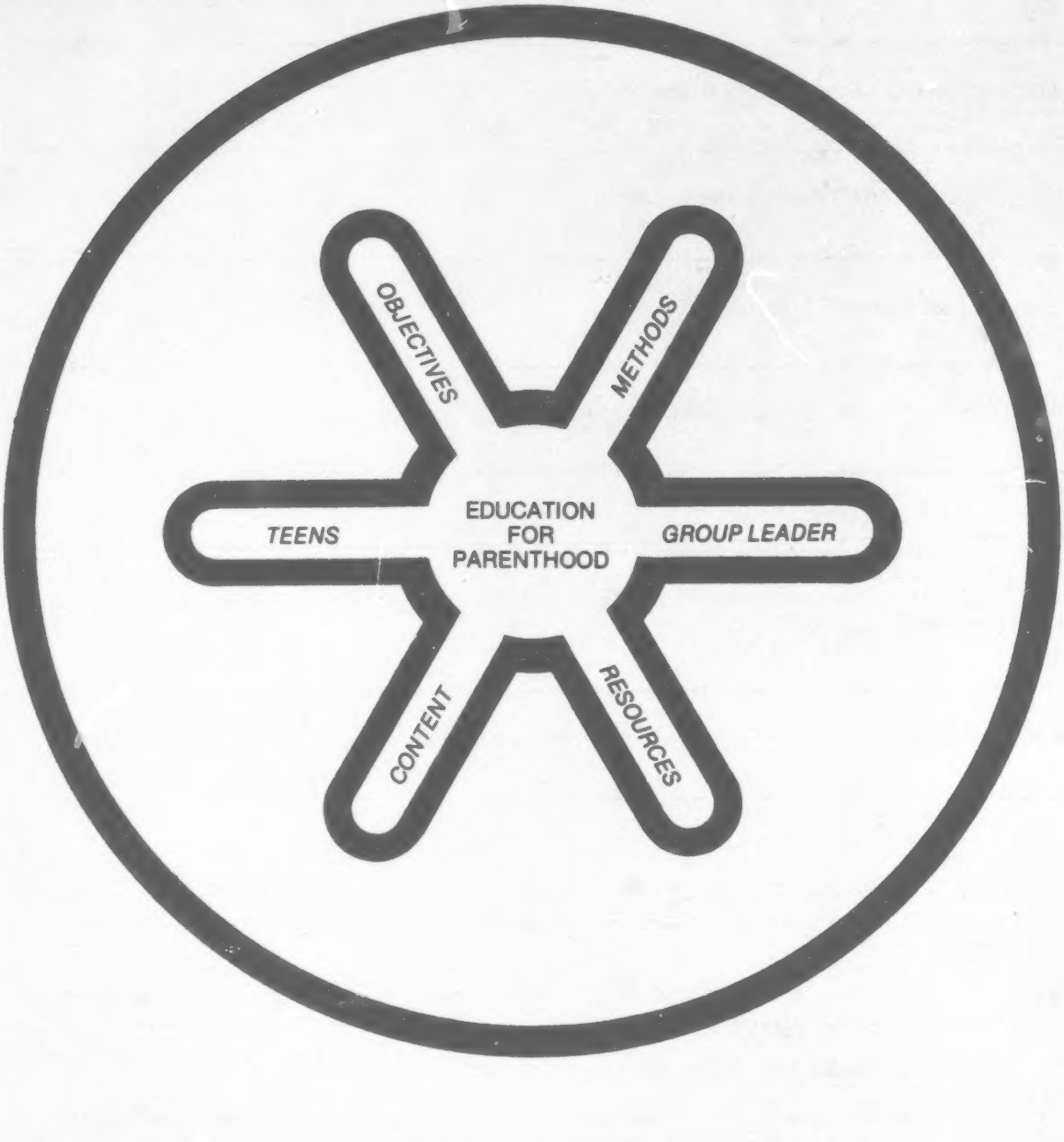
⇨ BUT, there is still more groundwork to be done. Knowing that to be successful with teenagers you must challenge them and build on their interests, the central question or bottom line remains:

What will teenagers in your community get from Education for Parenthood?

To help you answer this question more specifically, your agency must define and describe its adolescents' Education for Parenthood needs. This is a significant step in the next Phase: Developing the Program.

PHASE II: DEVELOPING THE PROGRAM

We have found that there are *Imperatives for Success* in an Education for Parenthood Program, and we have schematically presented them below. Because Education for Parenthood is the focal point around which the essential components overlap, it is important to carefully evaluate each of the components and determine the degree to which they affect the development of an Education for Parenthood Program. In order to help in this process, the steps outlined in this Phase should prove useful.


OBJECTIVES
METHODS
TEENS
EDUCATION FOR PARENTHOOD
GROUP LEADER
CONTENT
RESOURCES

Step 1 Identifying Teenagers' Needs and Interests

Zeroing in on teenagers as the target group for an Education for Parenthood Program means you must define and describe their needs, interests, and capabilities. To do this, you should conduct a needs assessment. There are several ways to conduct a needs assessment and we are going to recommend four. All four relate to the basic question:

> *What do our teenagers need and want to know about themselves, about children and about the family?*

Needs Assessment-1: A good place to start is to conduct one-to-one or group interviews with your agency's teenagers. In this way you can get a better idea what your teenagers are like, what their general interests are, and some idea of their capabilities. A sample interview form can be found in Appendix A.

Needs Assessment-2: Another way of getting information about your teenagers is to speak with people who work directly with them. You can ask for their ideas about the teenagers' general as well as Education for Parenthood needs. People who work closely with teenagers can also give you a good idea about the teens' capabilities and interests.

Needs Assessment-3: One of the most revealing and accurate needs assessment devices is a standardized paper-and-pencil questionnaire constructed to show teenagers' strengths and weaknesses with regard to the extent of their knowledge about children and parenting. Standardized opinion surveys are also most useful in determining teenagers' feelings about parenthood, themselves, and children. One of the most widely used standardized parenting information instruments is Behavior Associates' Education for Parenthood Questionnaire. It contains sections on knowledge as well as opinions and has received most favorable comments from the teenagers who have filled it out.

Needs Assessment-4: Once you have a general feeling for your teenagers' Education for Parenthood needs, interests and capabilities, begin to determine more specifically what parenthood topics and concepts are the most pertinent to your particular group of adolescents.

To assist you in this crucial task, a Needs Assessment and Materials Matrix Worksheet has been prepared (please see Appendix B). This worksheet is lengthy because it actually contains all of the parenting concepts found in the Materials Matrix you will be using in Step 3. Your use of the worksheet now will greatly assist you in formulating educational objectives (Step 2) and in locating training materials for your parenting program (Step 3).

Using the Needs Assessment and Materials Matrix Worksheet, you should review each parenting concept as follows:

- Decide if the concept is a high priority need for your teenagers.
- For each high priority concept, decide which of the three levels of learning (feelings, facts and ideas, skills) your program can realistically emphasize.
- Check (✓) each high priority concept and level of learning chosen.

VERY IMPORTANT NOTE: It has been our experience that many program planners have found that most of their teenagers "need" to learn about a large number of the parenting concepts listed. Indeed, teenagers in general show a real need for information and skills about nearly any aspect of parenthood. However, you should be realistic in terms of how many of these educational needs your agency can actually and adequately meet. Thus, be very selective. Do not try to cover too many topics in any one program. When making your selection of concepts always keep in mind the following:

What do the teenagers really need?
AND
What can you really provide for them?

An example of the use of the Needs Assessment and Materials Worksheet follows:

(EXAMPLE)

NEEDS ASSESSMENT AND MATERIALS MATRIX WORKSHEET

	LEVELS OF LEARNING		
PARENTING CONCEPTS	FEELINGS	FACTS & IDEAS	SKILLS
WHO ARE YOU? **Self Awareness**			
Knowledge of self as a person and awareness of individuality	✓		✓
Knowledge of one's own ability to make decisions			
Understanding own and others' values (Value clarification and judgment)	✓		✓
Developing confidence in self			
Ability to have realistic expectations for child and self		✓	
Loving and letting go			
Understanding your own needs to have children	✓		

Step 2 Developing Educational Objectives (Optional)

Some people have found it helpful to utilize the various topics and levels of learning which they have selected on the Worksheet in order to develop and write specific educational objectives. If you choose to do so, these educational objectives should be written in terms of expected changes or growth in the participants. They can be attitudinal, knowledge, or skill objectives. For example, if the concept *"Understanding own and others' values"* has been selected as a topic, an appropriate educational objective might be:

> *Teenage participants will be able to define their own value system during a group discussion and will be able to listen and comment to other teens describing their values.*

For your convenience, the parenting concepts you have selected and your educational objectives can be written below and on the next page.

Selected Parenting Concepts	Educational Objectives

Selected Parenting Concepts	Educational Objectives

Step 3 Choosing Appropriate Materials

Using the Needs Assessment and Materials Worksheet which you have just completed and the Materials Matrix found in the next section, you can now begin the process of selecting training materials for your Education for Parenthood Program. If you have developed specific educational objectives, you may want to also refer to the objectives during this process in order to help identify the materials which seem as though they will be most suitable for accomplishing the objectives. Also, if your organization is similar to one of the seven National Voluntary Organizations listed, you might want to consider the materials listed by that organization first. Each organization's materials are listed in the Matrix by a prefix code for easy identification (codes are explained in the Matrix).

A GUIDELINE: Basic to all Education for Parenthood programs and activities are the techniques of small group process and interaction. Building on this important concept, choose those materials that will best meet your program objectives.

In order to select materials, the following procedures are suggested:

- Familiarize yourself with the Materials Matrix. Note the format and the explanation of the codes.
- Using your completed Needs Assessment and Materials Worksheet locate the checked parenting concepts on the Materials Matrix. For easy reference, a page number (in parenthesis) showing where each corresponding Materials Matrix page can be found in the *Guide* is provided on each Worksheet page.
- Obtain the code numbers of the references for each of the selected topics or concepts you checked. Write down these code numbers in the appropriate boxes on your Worksheet.
- Now turn to the Materials List which immediately follows the Materials Matrix. Using the code numbers on your Worksheet, locate the materials associated with them. For most of the materials developed by the National Voluntary Organizations, you will find annotations. Read through the titles and descriptions of the materials and select those which you judge will be most worth further examination. Check or underline these items as you go through the list.
- Attempt to obtain the materials that seem best for your purposes and review these materials carefully. Tentatively select the materials you may wish to use.

Step 4 Choosing Appropriate Methods

Now that you have tentatively selected the materials to be used in your Education for Parenthood Program, you should begin identifying specific educational or training methods to be used in your program. Consider the following and choose those methods you feel will best meet your program objectives. Use a variety of methods, not just a single one.

- Group discussions
- Films, filmstrips, slides, videotape
- Panel presentations
- Demonstrations
- Site observations
- Workshops
- Role playing
- Simulations
- Team tasks
- Handouts/pamphlets
- Practical experience
- Other

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You should also determine whether your sessions will be:

- One-time
- Workshops
- A series of class sessions or rap sessions
- Part of a campsite activity
- Part of a day care program
- Field site visits
- A combination of these
- Other

Step 5 Selecting a Group Leader

The selection of a leader, regardless of the nature of the program, is one of the most important and difficult decisions in program development. Every organization has some standard procedures whereby leaders are selected to conduct groups. We offer some additional guidance based upon our experience with the Education for Parenthood programs.

First, build a skills profile for the adult who is to conduct the Education for Parenthood Program with teenagers. Agencies implementing Education for Parenthood programs have found that there are several critical personality/behavioral characteristics which depict a successful leader. Few people exhibit all of the attributes listed below; however, in general, the more of these attributes the individual possesses, the better the chance that he/she will be a successful leader. The characteristics are as follows:

- Knowledge and skills in content areas
- Work experience with teens
- Acceptance by teens
- Adult education experience
- Program development experience
- Respects teens
- Self-confidence (knows self)
- Patience
- Trust
- Sense of humor
- Open and outgoing
- Enthusiasm
- Willingness to grow
- Straightforward
- Approachable
- Flexible
- Maturity (can put ideas in perspective)

The next step is to develop a list of individuals who might possess some or most of the characteristics in the above list. This list should provide some overall guidance in locating the type of person needed for the position of group leader. Many organizations have difficulty finding qualified personnel for leadership roles. If the position is entirely voluntary, the problem becomes even more difficult. However, the first place to look is within your own organization. Don't overlook anyone who has the characteristics needed. Another place to look is other youth-serving organizations. Cooperative efforts often result in excellent programs because one was able to get a "top" leader. "Word of mouth" is an often used phrase; however, it may be your best bet for finding the right person. Ask everywhere you can, including junior and community colleges, four-year colleges, universities, high schools, grammar or elementary schools, etc. Saturate the community with requests and chances are you will find several people who will be able to fill the position. Space is provided below so that you may begin developing your list of potential group leaders.

Name	Organization

Step 6 Identifying and Utilizing Other Resources (Funding, People, Agencies)

List here other agencies or individuals who might serve as resources in your Education for Parenthood Program. (Resources may be time, money, people, materials, space, etc.) Contact these resources and evaluate in terms of those which will best help you meet your objectives.

Name	Resource Potential	Evaluation

Now is the time to reassess your proposed program. Given all of the actual resources available, what can you realistically achieve? Make the necessary changes to bring the program in line with your resources.

Once the program development process is completed, you should have a specific Education for Parenthood Program and the means to accomplish it. However, to actually bring the program to life, you will now have to design a strategy by Organizing for Impact, Phase III.

PHASE III: ORGANIZING FOR IMPACT

You now have the basis for an Education for Parenthood Program. What else is needed to carry it out? Part of the necessary strategy is to estabish functional roles for those involved and achieve the levels of readiness most advantageous for integrated program delivery. Some of these activities can be carried out simultaneously with the Phase II steps presented earlier.

Step 1 Establishing Responsiblity and Building Relationships

ADMINISTRATORS (Agency's Top Management)

Function	Agency Examples
Implement communications systems to acquaint organization with Education for Parenthood: • Board (obtain sanction) • staff (local & national) • establish advisory committees	Obviously the Board and staff should have had some preliminary input. This should not be the first point at which they hear of the interest in establishing an Education for Parenthood Program. Local advisory board should be formed including representatives from day care council, church leaders, planned parenthood, school systems, family service agencies, health educators, child study centers, etc.
Determine appropriate budget and funding source.	Business, civic groups, revenue sharing, foundations. (*A Resource Guide to Funding Assistance for Exploring Childhood* from the Education Development Center is very helpful here.)
Select program coordinator.	Use the guidelines for the group leader listed in Phase II.
Assist coordinator in identifying and making contacts with appropriate community agencies: • program supports • media	Letters of endorsement, information meetings. Some of these activities will also have been started earlier.
Demonstrate continuing involvement in program process and results: • periodic review • evaluation system • effects on youth • internal and external promotion of program	Self explanatory.
Examine potential for legal issues: • liability insurance	Self explanatory.

PROGRAM COORDINATOR (Plans, develops and monitors process)

Function	Agency Examples
Incorporate Education for Parenthood into agency program schedule.	Self explanatory.
Plan a timeline with dates, objectives and evaluation checkpoints.	Success in Education for Parenthood was determined by meeting weekly and monthly goals.
Develop with group leader appropriate curriculum.	Girl Scout Council's Education for Parenthood Coordinator and agency social worker jointly designed an eight-session program.
Train and provide continuing support for group leader.	4-H professional trained college students to conduct Education for Parenthood groups.
Seek agencies/personnel to supplement Education for Parenthood Program content: • ask for participation • provide indoctrination to agency about Education for Parenthood approach • give recognition	Consider community resource list developed by Boys' Clubs of America (pp. 14 and 15, *Help-A-Kid Program Development Guide*).
Determine appropriate field sites: • within same agency • in community • all teenagers to same site • teenagers placed in several sites	National Federation of Settlements and Neighborhood Centers had day care centers within their agency operation. Girl Scouts were placed in child care centers and primary schools within their communities.
Recruit teenagers and obtain initial commitment: • full explanation of benefits/responsibilities • set up records and data-gathering process	Consider the following factors: • coed • age • how to motivate the unmotivated • first contacts with teens are important • build group into a team
Obtain staff participation where necessary.	Self explanatory.
Develop and implement system for evaluating results of program.	All agencies pre- and post-tested teenage program participants with Behavior Associates instruments. Participants also gave overall ratings to program activities.

GROUP LEADER (Works directly with teens)

Function	Agency Examples
Involve teenagers actively in additional program planning and revision to meet specific needs of the group.	(Difficult to achieve, but necessary.)
Design Education for Parenthood group sessions to fit teens' activity interests.	Rap sessions were popular as were hands-on experiences with children.
Schedule activities for best mutual convenience.	Competition from other activities (watching TV, street activities, programs of other agencies, sports, etc.) led to recruitment problems. Also, long-term Education for Parenthood Program commitments were not as appealing to teens. Remember, participation is voluntary so sessions need to be attractive and well-timed.
Establish relationships with parents, schools.	Several Education for Parenthood programs were able to get high school credit for teenage participants. Ability to get parents of participants involved was difficult, but some parents were part of training sessions and discussion groups.
Develop means for continual follow-up with teenagers.	Feedback sessions held after work experience with children were a scheduled part of the Education for Parenthood Program.
Accommodate teenagers' circumstances in structuring program: • limited funds • need for easy transportation	Boys' Club staff took teens to day care center sites by van.

Step 2 Reaching Readiness Levels

In order to begin an Education for Parenthood Program most efficiently and effectively, at what point should certain groups be informed and committed to the program? What body of knowledge/skills do they need?

Administrators
Level of readiness is established by completing previous sections of this workbook.

Program Coordinator and Supporting Staff
As succinctly stated in the Boys' Clubs' *HELP-A-KID Professional Staff In-Service Training Manual, "the key to success for . . . programs dealing with adolescent youth will depend on the quality of relationships established between the teenagers and the adults with whom they have contact."*

To achieve a readiness for delivery of an Education for Parenthood Program, the program coordinator or supporting staff must experience as a participant the following training content:

⇨ Indispensible

- Workshops in small group dynamics and interaction.
- Supervised practicum experience in managing or facilitating a group (with emphasis on team building, conflict resolution, values clarification).
- Workshops or classes in instructional methods such as role playing, group discussion, brainstorming, feedback techniques, and non-verbal communications.
- Work with adolescents in formal and informal settings.

⇨ Desirable

- Classes in adolescent development.
- Classes in child development and psychology.
- Practical work in day care centers, community centers, elementary schools, camps, church groups.

PHASE IV: MAXIMIZING THE RESULTS

To help an Education for Parenthood Program result in a successful and satisfying experience for participants, coordinators and administrators alike, several additional considerations and steps are important.

Step 1 Delineating an Action Plan

Based upon your program objectives, available resources, and administrative policies, you should begin to organize each of your proposed program activities using the following or a similar outline:

- What is the program activity?
- Who needs to know about it?
- What are the required resources?
- Who has the responsibility for it?
- When does it start?
- When does it end?

Step 2 Evaluation

Continuing Evaluation must also be part of any program. Education for Parenthood program coordinators must build in the means for re-evaluation throughout the activity's duration. This insures against slippage in the quality of the Education for Parenthood Program, and provides an added incentive and reminder that the activity is in continuing progress. Evaluation need not be in the form of rigorous and detailed measurements. It may simply consist of periodic reviews, interviews with the teenage participants, re-appraisal of resources, etc. However, the more comprehensive the evaluation, the more useful will be the information.

Step 3 Establishing Ground Rules for Working with Teenage Groups

Special considerations should be taken to insure the personal comfort, continuing involvement and active participation of the teenagers who belong to an Education for Parenthood group.

For Example
The program coordinator needs to be alert to the different ethnic and family backgrounds of participants in order to recognize and identify varying opinions related to values systems.

Outside materials and resources which aid in achieving the program's objectives should be used whenever possible. The program coordinator must make sure that they reflect differing points of view on any given topic.

All materials from outside sources should be previewed by the program coordinator before they are shown to or utilized with the teenagers.

As the program progresses, spot checks of the group's needs should take place continually to re-confirm commitment at all stages.

- Check on whether the program is achieving its objectives—Where are you?
- Take a climate audit from the group—Are they attending?
- Ask the participants to share their feelings at the end of each session—Do they feel positive about what they're learning and doing? Do they have suggestions for improving the program?

Step 4 Keeping the Program Going

Education for Parenthood training and experiential activities which last for a period of weeks need to integrate the following concepts:

FEEDBACK: *How do the program coordinator and participants feel?*
Identify what is motivating participants to attend the sessions. Are they coming? Why or why not?

What do participants think of each session? Are they becoming involved in the content? Are their attitudes toward and knowledge about children changing?

COMPETENCY: *What are participants learning?*
Growth in participants' abilities can be assessed through observation, discussion or testing the new skills they are acquiring. This includes child development information as well as their ability to reinforce their own or the young children's learning.

EVALUATION TOOLS: *What can be used to assess participants' growth?*
Pfeiffer and Jones. *A Handbook of Structured Experiences for Human Relations Training.* (Note especially tools related to feedback, climate audits, and observation.)

Behavior Associates' Education for Parenthood Questionnaire (described previously in the section entitled, "The Evaluation").

PHASE V: GENERATING CONTINUITY

Any sponsoring agency must feel that an Education for Parenthood Program pays off. It may pay off directly in improved staff performance, increased agency membership, additional teenagers participating in programs, and, as evidenced by several past Education for Parenthood sponsors, new sources of funding. The indirect payoffs may include enhanced agency prestige, community support, and/or United Way recognition.

Step 1 Analyzing Positive Results

To determine how to expand or continue Education for Parenthood, examine the payoffs to the agency as well as the growth in teenagers' intellectual or skill development. This will provide the basis for program expansion, such as whether to involve additional personnel, increase the frequency of conducting Education for Parenthood programs, or share program techniques with other agencies.

Step 2 Extending Education for Parenthood or The Ripple Effect

Spreading Education for Parenthood programs within your agency is important to gain support and keep staff informed of the positive results. If positive results indicate that expansion of Education for Parenthood should be considered, then involve agency staff by building their interest, establishing their commitment, and providing training.

An inter-agency effort establishes Education for Parenthood even more firmly within your community. With this in mind, you may want to assist other agencies in starting up their own Education for Parenthood activities or coordinating with your program.

Step 3 Integrating Throughout Agency Operation

Success in Education for Parenthood is not automatic. For Education for Parenthood to last, it must become part of your agency's way of life. There must be room for it.

To accomplish this, have the program coordinated and conducted by those who know how to build it into the agency or program priorities. People who are permanent staff and whose work plan has been cleared to reasonably incorporate Education for Parenthood are best suited. Avoid imposing Education for Parenthood on a system where staff members have not had an opportunity to analyze their work priorities.

➡ NOW IS THE TIME

to look backward at Phase I, Step 3 of this section: Base and Core Questions. Review your answers. Re-examine the appropriateness of Education for Parenthood for your agency. Does it still fit?

➡ IF SO

complete the next page to consolidate and concisely define the Education for Parenthood Program you have just constructed.

AN OVERVIEW: OUR EDUCATION FOR PARENTHOOD PROGRAM

Directions: Complete the boxes below to provide a concise statement of your Education for Parenthood Program.

Our Teenagers:

Our Content Focus:

Our Main Educational Objectives:

Agencies and Community Resources:

Our Group Leader:

Our Methods and Materials:

EDUCATION FOR PARENTHOOD:

THE MATERIALS MATRIX

OF ALL THE THINGS YOU LEARNED IN THE PROGRAM, WHAT IS THE MOST IMPORTANT TO YOU?

"Looking from the kids' point of view. How they feel about their parents. How to understand myself and how I react to different situations."

EfP Teenage Participant

THE MATERIALS MATRIX

The first part of this section contains The Matrix itself while the second part, which immediately follows The Matrix, contains a listing of materials used by each of the seven National Voluntary Organizations plus a list of *Exploring Childhood* materials.

THE MATRIX

On the next several pages is The Matrix. As mentioned before, The Matrix contains parenting concepts (e.g., desire to be a parent, the value of time with children, etc.) which have been categorized into three major areas (Who Are You?, Children, and Family and Environment). The categorized parenting concepts have been placed on the vertical axis. Placed on the horizontal axis are three non-hierarchical levels of learning (Feelings, Facts and Ideas, and Skills). To complete The Matrix, training and educational materials used by the seven National Voluntary Organizations plus the *Exploring Childhood* materials have been referenced in the appropriate cells.

The materials have been referenced in The Matrix by code (e.g., BCA-1, GS-8*, EDC-64**). The * means audiovisual materials and ** means an EDC Teacher's Guide. The letters in the code refer to a specific organization according to the following:

BSA — Boy Scouts of America
BCA — Boys' Clubs of America
4H — 4-H Club Foundation of America
GS — Girl Scouts of the U.S.A.
NFS — National Federation of Settlements and Neighborhood Centers
SA — The Salvation Army
SCF — Save the Children Federation
EDC — Education Development Center

EXAMPLES

➡ BCA-1 represents written material such as a booklet, book, etc. referenced by the Boys' Clubs of America.

➡ GS-8* represents audiovisual materials such as a film, filmstrip, record, etc. referenced by the Girl Scouts of the U.S.A.

➡ EDC-64** represents a Teacher's Guide developed by the Education Development Center (*Exploring Childhood*).

WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
SELF AWARENESS			
Knowledge of self as a person and awareness of individuality	**BSA**-7, 8*, 9*, 10*, **BCA**-2, 5*, 12, 13, **4H**-1, 13, 21, 22, 23, 28, 31*, 36, 49, 50, 51, 53, **GS**-10, 14*, **NFS**-13, 22*, 24*, 25*, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 22, 23, 29*, 30*, 32*, 33*, 34*, 35*, 36*, 37*, 39*, **SCF**-5, **EDC**-3, 6, 20, 47*, 65**, 67**, 69**, 74**, 77**	**BSA**-1, 6, 7, 9*, 10*, **BCA**-1, 2, 5*, 13, 17*, **4H**-8, 9, 13, 36, 37, 52, **GS**-10, 14*, **SA**-1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 18, 22, 25*, 34*, 36*, **EDC**-1, 13, 18, 27*, 31*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 67**	**BSA**-7, 10*, **BCA**-1, 2, 12, 13, **4H**-1, 2, 3, 13, **GS**-3, 10, 13*, 14*, **NFS**-13, 22*, 25*, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 22, 23, 29*, 30*, 32*, 33*, 34*, 35*, 36*, 37*, 39*, **SCF**-5, **EDC**-1, 3, 6, 13, 20, 47*, 65**, 67**, 69**, 74**, 77**
Knowledge of one's own ability to make decisions	**BSA**10*, **BCA**-2, 5*, 12, **4H**-5, **GS**-3, 10, **NFS**-13, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 32*, 34*, **SCF**-5, **EDC**-13, 18, 22, 30*, 31*, 42*, 55*, 56*, 77**, 80**	**BCA**-1, 2, 5*, 13	**BSA**-7, 10* **BCA**-1, 2, 12, 13, **4H**-4, 7, 9, 13, 19, **GS**-3, 10, 11, 13*, 14*, **NFS**-13, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 32*, 34*, **SCF**-5, **EDC**-13, 18, 22, 30*, 31*, 42*, 77**, 80**
Understanding own and others' values (Value clarification & judgment)	**BSA**-1, 6, 7, 8*, 10*, **BCA**-2, 5*, 12, 13, 14*, **4H**-2, 5, 36, 49, 50, 51, **GS**-3, 10, 13*, 14*, **NFS**-13, **SA**-1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 22, 30*, 32*, 33*, 34*, 35*, 36*, **SCF**-5, **EDC**-1, 2, 6, 8, 18, 20, 21, 25*, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 55*, 56*, 58*, 59*, 67**, 68**, 69**, 74**, 77**	**BCA**-2, 5*, 13, 14*, 17*	**BCA**-2, 12, 13, **4H**-1, **GS**-3, 10, 11, 13*, 14*, **NFS**-8, 10, 12, 13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 22, 30*, 32*, 33*, 34*, 35*, 36*, **SCF**-5, **EDC**-1, 2, 6, 8, 20, 21, 25*, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 58*, 59*, 67**, 68**, 69**, 74**, 77**
Developing confidence in self	**BSA**-7, 8*, 9*, 10*, **BCA**-2, 13, **4H**-1, 2, 13, 36, 52, **GS**-14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 22, 23, 25*, 29*, 34*, **EDC**-13, 18, 31*, 41*, 55*, 56*, 78**, 80**	**BCA**-2, 13	**BCA**-2, 13, **EDC**-18
Ability to have realistic expectations for child and self	**BSA**-1, 6, 7, 8*, **4H**-3, 9, 26, 41, **GS**-1, 14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 27*, **EDC**-1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 25*, 26*, 29*, 30*, 31*, 32*, 37*, 38*, 40*, 41*, 46*, 55*, 56*, 57*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 75**, 77**, 78**, 80**	**BSA**-6, 7, 9*, 10*, **BCA**-1, 2, 3, 9, 13, **4H**-3, 13, 26, 36, 47, 53, **GS**-3, 10, 11, 13*, 14*, **NFS**-15*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 27*, **EDC**-1, 8, 12, 13, 17, 20, 22, 25*, 29*, 30*, 32*, 57*, 65**, 70**, 72**, 73**, 74**, 75**, 77**, 80**	**BSA**-7, 10*, **BCA**-1, 2, 3, **4H**-2, 3, 23, 26, **GS**-3, 10, 11, 14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 27*, **SCF**-1, **EDC**-3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 25*, 26*, 29*, 30*, 31*, 32*, 37*, 40*, 46*, 55*, 56*, 57*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 75**, 77**, 78**, 80**
Loving and letting go	**BSA**-6, 8*, **BCA**-2, **4H**-12, 20, **GS**-1, 3, **SA**-2, 10, 11, **EDC**-12, 18, 31*, 55*, 56*, 70**, 78**	**BCA**-2, 9	**BCA**-2, **4H**-26, **SA**-2, 16, **EDC**-12, 18, 31*, 55*, 56*, 70**, 78**

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
SELF AWARENESS (continued)			
Understanding your own needs to have children	**BSA**-8*, **BCA**-2, 5*, 15*, **4H**-2, 32*, 39, **GS**-3, 12*, **NFS**-15*, 18*, 27*, 28*, 31*, **SA**-3, 4, 5, 8, 9, 10, 11, 27*, 31*, **EDC**-18, 21, 25*, 29*, 31*, 67**, 77**	**BCA**-2, 5*, 15*, **NFS**-27*	
Influence of how your parents treated you on your feelings about parenthood	**BSA**-6, 7, 8*, 10*, **BCA**-2, 3, 11, 13, **4H**-1, 2, 3, 9, 11, 17, 19, 20, 40, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 40*, **SCF**-3, **EDC**-8, 13, 18, 19, 21, 25*, 27*, 31*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 55*, 56*, 58*, 67**, 77**	**BSA**-6, 7, 9*, **BCA**-2, 11, 13, **4H**-1, 2, 9, 11, 17, 19, 20, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 40*, 49*, **SCF**-2*, 3, **EDC**-8, 19, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	**BSA**-3, 6, 7, 9*, 10*, **BCA**-11, **4H**-1, 2, 20, **GS**-3, **SCF**-3, **EDC**-8, 18, 19, 21, 25*, 27*, 28*, 31*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 55*, 56*, 58*, 67**, 77**
Understanding importance of self esteem and how to build it in a child	**BSA**-1, 7, **BCA**-1, 2, 3, 13, **4H**-8, 13, 21, 33*, 41, **SA**-1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 18, 23, 25*, 49*, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**	**BSA**-6, 7, **BCA**-1, 2, 3, 9, 13, **4H**-3, 21, **GS**-1, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 23, 25*, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**	**BCA**-1, 3, 13
Ability to recognize one's own mistakes and say you are wrong	**BSA**-6, 10*, **BCA**-2, **GS**-3, 11, 12*, **SA**-2, 3, 8, 10, 11, 27*, 36*, 40*, **EDC**-13, 18, 20, 22, 25*, 30*, 31*, 42*, 46*, 55*, 56*, 61*, 65**, 77**, 78**, 80**	**BCA**-1	**BSA**-10*, **BCA**-1, 2, 13, **4H**-1, 2, 23, **SA**-2, 8, 10, 11, 36*, 40*, **EDC**-13, 18, 20, 22, 25*, 30*, 31*, 42*, 46*, 55*, 56*, 61*, 65**, 77**, 78**, 80**
Humility	**BSA**-6, 8*, **BCA**-2, **SA**-2, 8, **EDC**-13, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**		
Understanding one's own capabilities and limitations	**BSA**-6, 7, 8*, 9*, 10*, **BCA**-2, **4H**-1, 40, **GS**-10, 14*, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 18, 22, 25*, 27*, 34*, 35*, 57*, **EDC**-13, 18, 20, 22, 25*, 30*, 31*, 42*, 46*, 55*, 56*, 61*, 65**, 77**, 78**, 80**		**EDC**-18, 31*, 55*, 56*, 78**
How to cope as a single parent	**BCA**-2, 9, **4H**-2, **GS**-11, **NFS**-25*, **SA**-4, 10, 11, 27*, 39*, **EDC**-1, 18, 20, 25*, 31*, 45*, 55*, 56*, 77**, 78**	**BCA**-9, **EDC**-18, 31*, 55*, 56*, 78**	**EDC**-1, 18, 31*, 55*, 56*, 78**

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
SELF AWARENESS (continued)			
Desire to be a parent	**BSA**-6, 8*, 9*, **BCA**-2, **4H**-39, **GS**-3, 12*, **NFS**-17*, 19*, 31*, 34*, **SA**-1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 31*, **EDC**-18, 21, 25*, 29*, 55*, 56*, 67**, 77**, 78**	**BCA**-2	**EDC**-18, 55*, 56*, 78**
Understanding that parenthood is optional	**BCA**-2, 5*, 15*, **NFS**-27*	**BCA**-2, 5*, 16*, **4H**-1, 14, **GS**-10, 11, 12*, **NFS**-25*, **SA**-1, 3, 4, 5, 8, 9, 10, 11, 31*, 39*, **EDC**-21, 67**	
Recognizing that parents' and children's actions are not always consistent	**BCA**-13	**BSA**-1, 3, 6, 7, 10*, **BCA**-1, 2, 3, 13, **4H**-2, 23, **GS**-3, 11, 12*, 14*, **SA**-2, 8, **EDC**-1, 28*, 35*, 49*	**BCA**-3, 13, **EDC**-1, 18, 31*, 55*, 56*, 78**
How to deal with solicited and unsolicited advice	**BCA**-1, 2, 9	**BCA**-1, 9, **EDC**-1, 18, 31*, 55*, 56*, 78**	**BCA**-1, 2, 11, 13, **4H**-1, 2, 5, **SA**-2, 3, 35*, **SCF**-3, **EDC**-1, 17, 18, 25*, 30*, 31*, 42*, 55*, 56*, 73**, 77**, 78**, 80**
Ability of parents to establish a life apart from parenthood	**BCA**-2	**BCA**-2, **EDC**-55*, 56*	**BCA**-2, **4H**-1, 2, 17, 20, 40, **GS**-12*, **SA**-2, 3, 27*, **EDC**-18, 55*, 56*
RELATING WITH OTHERS			
Value of time with children	**BSA**-1, 6, 10*, **BCA**-1, 2, 3, 5*, 9, **4H**-3, 8, 16, 25, 42, **SCF**-1, **EDC**-12, 13, 18, 22, 27*, 31*, 35*, 36*, 41*, 43*, 49*, 53*, 55*, 56*, 67**, 70**, 78**, 80**		**BCA**-1, 3, 4
Understanding own and others' values (Value clarification & judgment)	**BSA**-6, 7, 8*, 10*, **BCA**-2, 5*, 12, 13, 14*, **4H**-4, 13, 17, 20, 36, 49, 50, 51, **GS**-3, 11, 14*, **NFS**-13 **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 29*, 30*, 32*, 33*, 34*, 35*, 36*, 57*, **SCF**-5, **EDC**-1, 2, 6, 8, 13, 18, 20, 21, 25*, 27*, 28*, 31*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 55*, 56*, 58*, 59*, 67**, 68**, 69**, 74**, 77**, 78**	**BCA**-2, 5*, 13, 14*, 17*	**BCA**-12, 13, **NFS**-13, **SCF**-5, **EDC**-1, 18, 31*, 55*, 56*, 78**

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
RELATING WITH OTHERS (continued)			
Positive attitude toward parenting	**BSA**-3, 6, 7, 8*, 9*, 10*, **BCA**-2, 5*, 9, 12, 13, **4H**-1, 2, 20, 26, 38, 39, **GS**-3, 11, **NFS**-13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 31*, **SCF**-5. **EDC**-1, 3, 4, 13, 22, 23, 28*, 29*, 38*, 39*, 64**, 65**, 80**	**BCA**-2, 5*, 9	
Ability to recognize own mistakes and say you are wrong	**BSA**-6, 10*, **BCA**-2, **4H**-13, 23, 39, **GS**-11, **SA**-2, 3, 8, 10, 11, 22, 27*, 36*, **EDC**-13, 18, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 78**, 80**	**BCA**-1, 2	**BSA**-10*, **BCA**-1, 2, 13, **GS**-3, 11, 14*, **SA**-2, 3, 8, 10, 11, 22, 36*, 40*, **EDC**-13, 18, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 78**, 80**
Humility	**BSA**-6, 8*, **BCA**-2, **SA**-2, 57*, **EDC**-13, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**		
Importance of being able to reveal needs to others who might be able to help your child and a willingness to get help from others	**BSA**-3, 6, 7, **BCA**-1, 2, 9, 13, **4H**-2, 10, 23, 39, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 22, 27*, 57*, **EDC**-1, 2, 13, 18, 20, 25*, 30*, 31*, 42*, 55*, 56*, 68**, 77**, 78**, 80**		**BSA**-7, **BCA**-1, 2, 11, 13, **4H**-1, 2, 22, 23, **NFS**-25*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 22, 39*, 40*, **SCF**-3, **EDC**-1, 2, 13, 18, 20, 25*, 30*, 31*, 42*, 55*, 56*, 68**, 77**, 78**, 80**
Identifying ways in which to show love	**BSA**-6, 7, 8*, 10*, **BCA**-1, 2, 3, 9, 13, **4H**-1, 2, 3, 12, 42, **GS**-1, 3, 13*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-8, 13, 21, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 45*, 49*, 50*, 53*, 58*, 67**	**BCA**-1, 2, 3, 9, 13	**BSA**-1, 7, 10*, **BCA**-1, 2, 3, 13, **4H**-1, 2, 3, 8, 10, 12, 13, 40, **GS**-1, 3, 10, 11, 13*, **SA**-1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-8, 13, 21, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
How to change attitudes and habits in children	**BSA**-6, 7, 10*, **BCA**-1, 2, 3, 9, 13, **NFS**-20*, 35*, **SA**-2, 3, 5, 7, 8, 9, 10, 11, 12, **EDC**-1, 22, 27*, 35*, 43*, 49*, 58*, 67**, 80**	**BCA**-1, 2, 3, 9, 13	**BCA**-1, 3
Value of individual activity and spending time on one-to-one basis	**BSA**-1, 6, **BCA**-2, 3, 5*, 9, **4H**-4, 21, 23, 42, **GS**-1, 3, 11, **SA**-3, 8, 9, 10, 11, 18, 25*, **SCF**-1, **EDC**-1, 12, 13, 17, 22, 41*, 55*, 56*, 70**, 73**, 78**	**BCA**-1, 2, 3, 4, 5*, 9	**BCA**-1, 3, 4

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
RELATING WITH OTHERS (continued)			
Family dynamics and sibling relationships	**BSA**-1, 3, 6, 7, 8*, 10*, **BCA**-2, 5*, 9, 13, **4H**-17, 38, 44, 46, 55, 56, 59, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, **EDC**-18, 21, 26*, 27*, 28*, 35*, 36*, 39*, 45*, 49*, 50*, 53*, 55*, 56*, 67**, 78**		**BCA**-5*, 13
Benefits of relationships between parent and teacher, and relating to other people who are in contact with your child	**EDC**-18, 78**	**BSA**-7, **4H**-2, 3, 15, 23, **SA**-1, 3, 5, 6, 7, 9, 10, 11, 12, **EDC**-6, 7, 13, 17, 19, 20, 25*, 28*, 42*, 67**, 68**, 69**, 73**, 77**, 80**	**SA**-1, 3, 5, 6, 7, 9, 10, 11, 12, **EDC**-2, 6, 34*, 68**, 69**, 74**
Recognition of importance of relationships between male and female/mother and father	**BCA**-2. 9, 14*	**BSA**-7, **BCA**-2, 9, 13, 17*, **4H**-26, 37, 39, 56, **GS**-3, 10, 13*, **NFS**-22*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 37*, **EDC**-1, 8, 13, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	
Awareness of individuality when interacting with others	**BCA**-2, 13	**BSA**-7, 9*, 10*, **BCA**-1, 2, 3, 5*, 13, **4H**-5, 36, **GS**-14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 22, 25*, 34*, 36*, **EDC**-1, 13, 27*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 58*, 67**	**BCA**-1, 13
Recognition that parents can have an impact on institutions	**BCA**-2	**BSA**-1; **BCA**-2, **EDC**-6, 7, 19, 67**, 69**, 74**	
Physical affection	**BCA**-1, 2, 3	**BCA**-1, 2, 3	**BCA**-1, 2, 3, 13, **GS**-10, 12*, 13*, **NFS**-25*, **SA**-3, 4, 7, 8, 9, 10, 11, 12, 39*, **EDC**-8, 13, 21, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Visible affection between parents	**BCA**-2	**BCA**-2	**BCA**-2, **GS**-3, 10, 11
How to deal with solicited and unsolicited advice	**BCA**-2	**BCA**-1, 2	**BCA**-2, 11, 13, **4H**-2, **SA**-2, 35*, **SCF**-3, **EDC**-1, 17, 25*, 30*, 31*, 42*, 55*, 56*, 73**, 77**, 80**
Loving and letting go	**BCA**-2, **EDC**-1, 18, 31*, 55*, 56*, 78**	**BCA**-2	**BCA**-2, **EDC**-12, 31*, 55*, 56*, 70**, 78**

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
ATTITUDES AND APPROACHES TO LIFE			
Understanding own and others' values (Value clarification & judgment)	**BSA**-6, 7, 10*, **BCA**-2, 5*, 12, 13, 14*, 16*, **4H**-1, 13, 36, 53, **GS**-3, 10, 11, 14*, **NFS**-13, 22*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 30*, 32*, 33*, 34*, 35*, 36*, 37*, 57*, **SCF**-4, 5, **EDC**-2, 6, 8, 13, 20, 21, 25*, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 58*, 59*, 67**, 68**, 69**. 74**, 77**	**BCA**-2, 5*, 13, 14*, 16*, 17*	**BSA**-7, 10*, **BCA**-2, 5*, 12, 13, **4H**-1, **GS**-3, 10, 14*, **NFS**-8, 10, 12, 13, 22*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 30*, 32*, 33*, 34*, 35*, 36*, 37*, **SCF**-5, **EDC**-1, 2, 6, 8, 20, 21, 25*, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 58*, 59*, 67**, 68**, 69**, 74**, 77**
Willingness to get help from others	**BSA**-7, **BCA**-2, 13, **4H**-2, 10, 23, 39, **NFS**-25*, **SA**-2, 3, 4, 8, 9, 10, 11, 27*, 39*, 57*, **EDC**-1, 13, 18, 20, 25*, 27*, 28*, 30*, 31*, 39*, 42*, 55*, 56*, 77**, 78**, 80**	**BCA**-1, 2, 5*	**BSA**-7, **BCA**-1, 2, 13, **4H**-1, 2, **NFS**-25*, **SA**-2, 3, 4, 8, 9, 10, 11, 39*, 40*, **EDC**-1, 13, 20, 25*, 30*, 42*, 77**, 80**
Developing confidence in self	**BSA**-8*, 9*, **BCA**-2, 5*, 13, 14*, **4H**-1, 2, 36, **GS**-10, 14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 22, 25*, 29*, 32*, 33*, 34*, 36*, **EDC**-13, 27*, 28*, 39*, 41*, 80**	**BCA**-1, 2, 5*, 13	**BCA**-1, 2, 13
Positive attitude toward parenting	**BSA**-1, 3, 6, 7, 8*, 9*, 10*, **BCA**-2, 5*, 9, **4H**, 20, 39, 40, **SA**-1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 31*, **EDC**-1, 3, 4, 18, 22, 23, 29*, 31*, 38*, 55*, 56*, 64**, 65**, 78**, 80**		
Developing a sense of humor about problems	**BSA**-1, 6, 7, 8*, 9*, 10*, **BCA**-2, 13, **4H**-1, **GS**-14*, **NFS**-35*, **EDC**-1, 57*, 61*	**BCA**-1, 2	
Ability to have realistic expectations for child and self and not expecting everything to be perfect	**BSA**-1, 3, 6, 7, 8*, 9*, 10*, **BCA**-1, 2, 13, **4H**-2, 3, 40, 41, **GS**-11, 14*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 27*, 29*, 34*, 36*, **EDC**-1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 25*, 26*, 29*, 30*, 31*, 32*, 37*, 38*, 40*, 42*, 46*, 55*, 56*, 57*, 61*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 75**, 77**, 78**, 80**		**BSA**-7, 9*, 10*, **BCA**-1, **4H**-2, 3, 41, 42, **GS**-1, 3, 10, 11, **NFS**-11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 13 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**
Loving and letting go	**BSA**-1, 8*, **BCA**-2, **4H**-12, 20, **SA**-29*, **EDC**-12, 70**	**BCA**-2	**BCA**-2, **SA**-29*, **EDC**-12, 70**

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
ATTITUDES AND APPROACHES TO LIFE (continued)			
Understanding that parenthood is optional	**BCA**-2, 5*, **4H**-1, 2, 20, 32*, 39*, **GS**-3, 10, 12*, **NFS**-17*, 18*, 19*, 28*, 31*, **SA**-1, 3, 4, 5, 7, 8, 9, 10, 11, 12, **EDC**-21, 67**	**BCA**-2, 5*, **GS**-3, 10, 11, 12*, **NFS**-29*, **SA**-8, 12, 31*, 50*, 51*, **EDC**-21, 67**	
Ability to recognize one's own mistakes and say you are wrong	**BSA**-6, 8*, 10*, **BCA**-2, **SA**-2, 8, 10, 11, 27*, **EDC**-13, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**	**BCA**-1, 2	**BSA**-10*, **BCA**-1, 2, 13, **4H**-19, 22, 23, **GS**-3, 10, 11, 14*, **SA**-2, 8, 10, 11, 40*, **EDC**-13, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**
Humility	**BSA**-8*, **BCA**-2, **SA**-2, **EDC**-13, 20, 22, 25*, 30*, 42*, 46*, 61*, 65**, 77**, 80**		
Ability to enjoy the present	**BSA**-6, 8*, 10*, **BCA**-2, 13, **4H**-2, 3, **GS**-10, 13*, 14*, **EDC**-4, 13, 26*, 64**	**BCA**-1, 2, 13	**BSA**-10*, **BCA**-1, 2, 13, **4H**-1, 2, 3, 13, 17, **EDC**-4, 13, 64**
Understanding varying lifestyles	**BSA**-6, **BCA**-2, 14*, **4H**-1, 17, **GS**-3, 12*, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 27*, 33*, 35*, **EDC**-1, 2, 6, 8, 18, 21, 27*, 31*, 34*, 35*, 36*, 39*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 63*, 67**, 68**, 69**, 78**	**BCA**-2, 14*	
Desire to be a parent	**BSA**-6, 8*, **BCA**-2, 5*, **4H**-2, 20, 38, 39, **GS**-3, 10, 12*, **NFS**-15*, 30*, 34*, 36*, **SA**-3, 4, **EDC**-21, 25*, 29*, 39*, 67**, 77**	**BCA**-2, 5*	
Realistic expectations for self	**BCA**-1, 2, 13	**BSA**-7, 9*, 10*, **BCA**-1, 2, 13, **4H**-2, 3, 13, 30*, 36, **GS**-10, 14*, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 18, 25*, 27*, 34*, 35*, 36*, **EDC**-3, 12, 13, 17, 20, 22, 25*, 29*, 30*, 32*, 57*, 65**, 70**, 72**, 73**, 74**, 75**, 77**, 80**	**BCA**-1, 13
Ability of parents to establish a life apart from parenthood	**BCA**-2, 9	**BCA**-2, 9	**BCA**-2, **4H**-1, 2, **SA**-10, 11, 27*, **EDC**-18, 31*, 55*, 56*, 78**
How to change attitudes and habits	**BCA**-2	**BCA**-1, 2	**BSA**-7, 9*, 10*, **BCA**-1, 2, 12, **GS**-11, **NFS**-13, 35*, **SA**-2, 8, 29*, 32*, 36*, 40*, **SCF**-5

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ATTITUDES AND APPROACHES TO LIFE (continued)			
Keeping promises	**BCA**-2	**BCA**-1, 2	**BSA**-9*, 10*, **BCA**-1, 2, **SA**-2, 3, 8
Consistency	**BCA**-2	**BCA**-1, 2	**BSA**-7, 9*, 10*, **BCA**-1, 2, **4H**-19, 23, 40, 41, **GS**-3, 11, **SA**-2, 3, 7, 8
How to deal with solicited and unsolicited advice	**BCA**-2	**BCA**-1, 2	**BSA**-7, **BCA**-1, 2, 13, **SA**-2, 3, 8, 10, 11, **EDC**-1, 17, 25*, 30*, 42*, 73**, 77**, 80**
Knowledge of one's own abilities to make decisions	**BCA**-2, 5*, 12, 13, **NFS**-13, **SFC**-5	**BCA**-1, 2, 5*, 13	**BSA**-7, 9*, **BCA**-1, 2, 5*, 12, 13, **4H**-1, 2, 3, **GS**-3, 10, 11, 14*, **NFS**-13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 32*, 35*, 36*, **SCF**-5, **EDC**-13, 18, 22, 30*, 31*, 42*, 55*, 56*, 77**, 78**, 80**
HUMAN SEXUALITY			
Understanding that parenthood is optional	**BCA**-2. 5*, **4H**-1, 2, 14, 24, 32*, 38, 39, **GS**-3, 10, 12*, **NFS**-17*, 18*, 19*, 28*, 29*, 31*, 32*, 33*, **SA**-3, 4, 5, 7, 8, 9, 10, 11, 12, 31*, 50*, 51*, **EDC**-21, 39*, 67**	**BCA**-2, 5*, **4H**-14, **NFS**-17*, 19*, 32*, 37*, **SA**-3, 4, 7, 8, 10, 11, 12, **EDC**-21, 67**	
Influence of how your parents treated you on your feelings about parenthood	**BSA**-8*, **BCA**-2, 5*, **4H**-38, 40, **GS**-11, **NFS**-20*, 35*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-39*	**BSA**-9*, **BCA**-2, 5*, **4H**-9, 11, 17, 19, 20, **NFS**-19*, 35*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-8, 19, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	
Understanding importance of relationships between male and female/mother and father	**BSA**-1, 6, 8*, 9*, **BCA**-2, 9, **4H**-1, 24, 31*, 39, 40, **NFS**-15*, 16*, 22*, 26*, 30*, 31*, 34*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 28*, 37*, **EDC**-8, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	**BCA**-2, 9, **4H**-1, 32*, **GS**-3, 10, 12*, 13*, **NFS**-15*, 22*, 24*, 26*, 28*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 28*, 37*, **EDC**-8, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	
Identifying ways in which to show love	**BSA**-8*, **BCA**-2, **4H**-1, 3, 12, **GS**-1, 3, 11, 12*, 13*, **NFS**-22*, 34*, **SA**-2, 3, 8, 9, 10, 11, 12, 18, 25*, 37*, **EDC**-13, 39*	**BCA**-2	

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	Feelings	Facts and Ideas	Skills
HUMAN SEXUALITY (continued)			
Parents' understanding of their own sexuality and sexuality of their children	**BSA**-9*, **BCA**.2, **4H**-14, 31*, **GS**-10, **NFS**-15*, 20*, 22*, 23*, 25*, 36*, **SA**-3, 4, 7, 8, 9, 10, 11, 12, 37*, 39*	**BSA**-9*, **BCA**-2, **4H**-14, **NFS**-22*, 23*, **SA**-3, 4, 7, 8, 9, 10, 11, 12, 37*	
Desire to be a parent	**BSA**-8*, 9*, **BCA**-2, 5*, 15*, **4H**-20, **NFS**-17*, 27*, 30*, 31*, 34*, 36*, **SA**-3, 10, 11, **EDC**-21, 25*, 29*, 67**, 77**	**BCA**-2, 5*, 15*, **NFS**-27*	
Basic body construction and operation	**BCA**-2, 16*	**BCA**-2, 10, 16*, **4H**-2, 14, **GS**-10, **NFS**-22*, 25*, 26*, 29*, **SA**-3, 4, 8, 9, 10, 11, 12, 13, 14, 20, 21, 28*, 31*, 37*, 39*, 50*, 51*, 53*, 54*, 55*	**BCA**-16*
Physical affection	**BCA**-2	**BCA**-2	**BCA**-2, **4H**-1, 2, 14, **GS**-3, 10, 13*, **NFS**-1, 5, 6, 7, 25*, **SA**-8, 39*
Visible affection between parents	**BCA**-2	**BCA**-2	**BCA**-2, **GS**-1, 10, 12*, **NFS**-15*

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PRENATAL			
Children are born with their own special temperament	**BCA**-2	**BSA**-6, 7, 9*, 10*, **BCA**-1, 2, 3, **4H**-2, 9, 21, 22, 23, 41, 42, **GS**-1, 9, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 47*, **EDC**-1	**BCA**-1, 3
Genetic abnormalities	**BCA**-2, 15*, **NFS**-27*	**BCA**-2, 15*, **4H**-39, 60, **GS**-9, **NFS**-21*, 27*, **SA**-4, 7, **EDC**-17, 57*, 73**, 79**	
Impact of parent on life of child	**BCA**-2	**BSA**-6, 7, 9*, **BCA**-2, 3, **4H**-1, 2, 20, 40, **GS**-1, 3, 11, **SA**-3, 6, 7, 10, 11, 27*, **EDC**-1, 79**	**BCA**-3, **GS**-1, 10
Prenatal factors and birth	**BCA**-2	**BCA**-2, 3, 15*, **4H**-2, 39, 60, **GS**-1, 9, **NFS**-15*, 21*, 27*, 30*, 34*, 36*, **SA**-3, 4, 7, 10, 11, 12, 14, 19, 42*, 50*, **EDC**-79**	**GS**-1, **NFS**-2, 3
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT			
Ability to have realistic expectations for child and self	**BSA**-6, 7, 9*, 10*, **BCA**-1, 2, 3, 9, **4H**-3, 33*, 42, 43, **GS**-1, 3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 27*, 47*, **SCF**-1, **EDC**-1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 25*, 26*, 29*, 30*, 31*, 32*, 37*, 38*, 40*, 42*, 46*, 55*, 56*, 57*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 75**, 77**, 78**, 80**	**BSA**-7, 9*, **BCA**-1, 3, 7, 8, 9, **4H**-3, 9, 23, 41, 42, **GS**-1, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 25*, 26*, 29*, 30*, 31*, 32*, 37*, 38*, 40*, 46*, 55*, 56*, 57*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 77**, 78**, 80**	**BCA**-1, 3, 7, 8
Seeing the child as a separate person	**BSA**-1, 6, 7, 8*, 9*, 10*, **BCA**-2, **4H**-1, 2, 8, 21, 26, 42, 43, **GS**-1, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 25*, 46*, **EDC**-1, 3, 13, 25*, 29*, 37*, 65**, 77**	**BCA**-11, **SCF**-3	**NFS**-2, 3
Understanding importance of self esteem and how to build it in a child	**BSA**-6, 7, 8*, 9*, 10*, **BCA**-1, 2, 3, 13, **4H**-9, 21, 25, 26, **GS**-1, 3, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, EDC-1, 2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**	**BSA**-6, 7, 10*, **BCA**-1, 3, 8, 11, 13, **4H**-3, 9, 21, 25, 26, 41, 42, 43, **GS**-1, 3, 10, 11, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 16, 46*, 49*, **SCF**-3, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 57*, 68**, 70**, 73**, 80**	**BSA**-10*, **BCA**-1, 3, 8, 11, 13, **4H**-3, 4, 21, 25, 26, 40, 41, 42, **GS**-1, 3, 11, 12*, 14*, **SA**-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 16, **SCF**-3, **EDC**-1, 2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 69**, 70**, 73**, 80**

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Ability to accept child's problems and not condemn them	BSA-1, 6, 7, 9*, 10*, BCA-1, 2, 3, 13, 4H-19, 23, 26, 41, 43, 58, GS-1, SA-2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 16, 44*, EDC-1, 12, 13, 17, 22, 25*, 32*, 48*, 57*, 70**, 73**, 77**, 80**	BCA-1, 3, 11, 13, SCF-3	BCA-11, 13, SCF-3
Identifying ways in which to show love	BSA-6, 7, 8*, 10*, BCA-1, 2, 3, 13, 4H-2, 3, 26, 40, GS-1, 3, 13*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 25*, EDC-8, 13, 27*, 34*, 35*, 37*, 43*, 45*, 67**	BCA-1, 2, 3, 7, 13	BCA-1, 3, 13
How to change attitudes and habits in children	BSA-6, 7, 9*, 10*, BCA-1, 3, 13, 4H-26, GS-11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 25*, EDC-1, 22, 27*, 35*, 37*, 43*, 49*, 58*, 67**, 80**	BCA-1, 3, 7, 9, 13	BSA-10*, BCA-1, 2, 3, 7, 11, 12, 13, 4H-25, 26, NFS-13, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, SCF-3, 5, EDC-1, 22, 27*, 35*, 43*, 49*, 58*, 61*, 67**
Value of one-to-one parent-child relationships	BSA-1, 6, 8*, 10*, BCA-1, 2, 9, 13, 4H-3, 4, 21, 40, 42, GS-1, SA-2, 3, 6, 9, 25*, EDC-1, 10, 12, 13, 17, 22, 37*, 70**, 73**	BSA-3, 6, 10*, BCA-1, 2, 3, 9, 13, 4H-2, 3, 20, 40, 42, SA-2, 3, 6, 9, EDC-1, 13, 27*, 36*, 43*, 45*, 49*, 53*, 57*, 58*	BSA-1, 3, 10*, BCA-1, 2, 3, 13, 4H-3, 4, 10, 21, 40, 41, GS-1, 7, SA-2, 3, 6, 9, SCF-1, EDC-1, 12, 13, 17, 22, 70**, 73**
Family dynamics and sibling relationships	BSA-3, 6, 7, 8*, BCA-2. 3, 5*, 13, 4H-17, 26, 38, 46, 55, GS-3, SA-1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 40*, EDC-18, 21, 27*, 31*, 35*, 36*, 45*, 49*, 50*, 53*, 55*, 56*, 67**, 78**	BCA-2, 3, 5*, 11, 13, SCF-3	BCA-13
Differences between children and adults	BCA-1	BSA-7, 9*, 10*, BCA-1, 3, 4H-8, 21, 41, 42, GS-1, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-1, 3, 4, 9, 12, 14, 15, 16, 23, 26*, 37*, 46*, 62*, 64**, 65**, 70**, 71**, 72**	BCA-1
Child's view of things	BCA-1, 5*, 13, EDC-18, 78**	BSA-7, 9*, 10*, BCA-1, 3, 5*, 13, 4H-3, 8, 21, 23, 41, 42, GS-1, 5, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 48*, EDC-1, 3, 13, 37*, 46*, 65**	BCA-3, 13

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PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Children are born with their own special temperament		BSA-6, 7, 9*, 10*, BCA-1, 3, 7, 4H-8, 34*, 41, 42, GS-1, 9, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 44*, EDC-1, 5, 12, 28*, 29*, 33*, 66**, 70**, 72**	BCA-3
Children's needs, interests and abilities at different ages and stages	BCA-1	BSA-6, 7, 9*, 10*, BCA-1, 3, 4, 7, 8, 13, 4H-2, 3, 4, 9, 21, 22, 27, 41, 42, GS-1, 9, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 46*, 47*, 48*, 49*, SCF-1, EDC-1, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 26*, 33*, 37*, 38*, 40*, 46*, 52*, 54*, 64**, 65**, 66**, 70**, 71**, 72**	
Value of play to child		BSA-9*, 10*, BCA-1, 3, 4, 7, 9, 4H-18, 23, 42, GS-1, 5, 6, 7, 8*, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-1, 4, 10, 13, 26*, 40*, 41*, 64**	BCA-1, 3, 4, 7
Basic body construction and operation		BCA-1, 8, GS-1, NFS-14*, 16*, 35*, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 50*, EDC-1	BCA-8
Bodily skills: What children can and can't do		BSA-6, 7, 9*, BCA-1, 3, 7, 8, 4H-9, 21, 22, 41, 42, 58, GS-1, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-1, 4, 5, 9, 10, 11, 15, 16, 26*, 33*, 38*, 40*, 52*, 54*, 64**, 66**, 72**	BCA-1, 3, 7, 8
Theories of child development		BSA-7, 9*, BCA-3, 9, 11, 4H-9, GS-1, 7, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, SCF-3, EDC-3, 16, 37*, 64**, 65**, 66**, 70**, 72**	
Impact of parent on life of child	BCA-2, 9, 13, EDC-1	BSA-1, 6, 7, 9*, BCA-2, 9, 13, 4H-2, 20, 26, 41, 42, NFS-15*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 27*, 40*, 46*, EDC-2, 8, 20, 21, 25*, 27*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 58*, 63*, 65** 67**, 69**, 77**	

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	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Survival skills for children including learning how to eventually provide for a family	BCA-2, EDC-1	BSA-3, BCA-2, 3, SA-2, 3, 4, 8, 9, 10, 11	BCA-3
Benefits of relationships between parent and teacher, and relating to other people who are helping or in contact with your child		SA-3, 4, 6, 10, 11, EDC-2, 34*, 68**, 74**	SA-3, 10, 11, EDC-2, 6, 34*, 68**, 69**, 74**
Recognizing that parents are models and understanding how children learn from modeling	BCA-1, 2, 9, 11, SCF-3	BSA-1, 6, 7, 10*, BCA-1, 2, 9, 11, 13, 4H-1, 2, 20, 40, 42, GS-1, 3, 11, 12*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 46*, SCF-3, EDC-26*, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**	BCA-1, 11, SCF-3
Influence of peer relationships		BSA-3, 10*, BCA-1, 3, 13, GS-1, 3, 10, 14*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 38*, EDC-2, 27*, 39*, 44*, 51*, 59*, 68**	
Influence of how your parents treated you on your feelings about parenthood	BCA-2	BSA-6, 7, 9*, 10*, BCA-2, 13, 4H-20, 21, 22, 23, GS-3, 11, NFS-20*, 35*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 40*, SCF-2*, EDC-25*, 77**	
Need for positive motivation	BCA-1	BSA-9*, 10*, BCA-1, 3, 7, 8, 4H;1, 2, 13, 26, 42, SA-3, 4, 8, 9, 10, 11, 16, EDC-22	BCA-1, 3, 7, 8
Child's education is a whole process in which parents are heavily involved	BCA-2	BSA-1, 3, 6, 7, 10*, BCA-2, 4H-2, 25, 26, 27, 42, 43, GS-3, 7, SA-1, 3, 4, 5, 6, 10, 11, 16, 17, 44*, 46*, 47*, 49*, EDC-1, 2, 34*, 68**, 74**	
Recognizing that parents' and children's actions are often inconsistent	BCA-2	BSA-6, 7, 10*, BCA-1, 2, 3, 11, 13, GS-3, SA-2, 3, 4, 5, 7, 8, 9, 10, 11, 12, SCF-3, EDC-1, 35*, 49*, 55*, 56*	
Value of family experiences	BCA-2, 13	BSA-3, 6, 7, 10*, BCA-2, 9, 13, 4H-1, 2, 17, 26, 38, 42, GS-3, 11, 12*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, EDC-1, 8, 21, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 57*, 58*	BSA-1, 3, 7, BCA-2, 13, 4H-1, 2, 17, 38, 40, GS-3, 11, 12*, NFS-15*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, SCF-2*, EDC-8, 21, 26*, 27*, 35*, 36*, 39*, 43*, 45*, 49*, 50*, 53*, 57*, 58*

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	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Understanding the skills needed at each developmental level in order to learn to be good parents		**BSA**-6, 7, 9*, **BCA**-3, **4H**-9, 22, 23, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 44*, **EDC**-9, 72**	
Awareness of individuality	**BCA**-2, 13	**BSA**-6, 7, 9*, 10*, **BCA**-1, 2, 3, 7, 8, 13, **4H**-3, 26, 27, 41, 42, 43, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 49*, **EDC**-1, 13, 27*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 58*, 67**	**BCA**-1, 2, 13
Understanding the importance of parent-child relationships and how to develop them	**BCA**-2, 9, 13	**BCA**-2, 9, 13	**BSA**-1, 10*, **BCA**-2, 9, 13, **4H**-2, 3, 10, 20, 26, 40, 41, **GS**-1, 3, 9, 11, 12*, **NFS**-9, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 46*, **EDC**-1, 2, 8, 13, 18, 21, 27*, 31*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 67**, 68**, 69**, 78**
Teaching children good manners, social skills, and morals		**BCA**-3	**BSA**-9*, **BCA**-3, **4H**-19, **GS**-1, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-27*, 35*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Exposing a child to a variety of learning opportunities and experiences		**BCA**-1, 2, 3, 4, 5*, 7, 8, 9	**BSA**-1, 7, **BCA**-1, 2, 3, 4, 7, 8, **4H**-1, 2, 4, 7, 11, 21, 42, **GS**-1, 4, 5, 6, 7, 9, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 47*, **SCF**-1, **EDC**-1, 2, 4, 5, 10, 11, 13, 14, 24, 26*, 32*, 33*, 40*, 41*, 52*, 54*, 60*, 62*, 64**, 66**, 68**, 71**, 73**, 80**
Trying to meet the physical, educational, and mental needs of children		**BCA**-1, 3, 7	**BSA**-1, 7, 9*, 10*, **BCA**-1, 3, 7, **4H**-2, 3, 8, 9, 10, 21, 22, 23, 41, 42, **GS**-1, 5, 7, 9, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 24, 56*, **SCF**-1, **EDC**-1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 25*, 26*, 28*, 31*, 32*, 33*, 34*, 35*, 36*, 37*, 39*, 40*, 41*, 43*, 44*, 45*, 46*, 47*, 48*, 49*, 50*, 51*, 52*, 53*, 54*, 55*, 56*, 57*, 58*, 60*, 62*, 63*, 64**, 65**, 66**, 67**, 68**, 69**, 70**, 71**, 73**, 77**, 78**

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Ability to help children develop their own decision-making skills and to be somewhat independent	BCA-5*, 13	BCA-1, 3, 5*, 9, 11, 13, SCF-3	BSA-9*, 10*, BCA-1, 3, 11, 13, 4H-26, 35*, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 38*, SCF-3, EDC-1, 4, 13, 18, 31*, 55*, 56*, 64**, 78**, 80**
Giving a child a chance to make choices without too much risk with some room for letting child experience failure	BCA-1, 13	BCA-1, 13	BSA-1, 10*, BCA-1, 11, 13, 4H-4, 21, 23, 26, GS-1, 5, 7, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 46*, SCF-3, EDC-1, 4, 13, 20, 64**, 77**, 80**
Early childhood stimulation		BCA-3, 7, 8	BSA-7, 9*, BCA-3, 7, 4H-2, 11, 42, 58, GS-1, 5, 6, 7, SA-3, 4, 7, 10, 11, 47*, SCF-1, EDC-1, 4, 13, 64**
Providing an appropriate environment with toys and activities		BCA-1, 3, 4, 7, 8, 17*	BSA-3, 9*, 10*, BCA-1, 3, 4, 7, 8, 4H-1, 2, 4, 21, 22, 42, 48, 58, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, SCF-1, EDC-1, 4, 5, 7, 24, 62*, 64**, 66**
Understanding value clarification and judgment	BCA-1, 2, 13	BCA-1, 2, 13	BCA-1, 2, 12, 13, GS-3, 4, 10, 11, 14*, NFS-13, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, SCF-4, 5, EDC-2, 6, 8, 20, 21, 25*, 27*, 28*, 34*, 35*, 36*, 39*, 43*, 44*, 45*, 47*, 49*, 50*, 51*, 53*, 58*, 59*, 67**, 68**, 69**, 74**, 77**
BEHAVIOR & DISCIPLINE			
Value of time with children	BSA-1, 6, 7, 10*, BCA-1, 2, 3, 9, 4H-3, 4, 8, 21, 23, 40, 42, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-1, 12, 13, 18, 22, 27*, 31*, 35*, 36*, 43*, 49*, 53*, 55*, 56*, 67**, 70**, 78**, 80**	BCA-1, 3, 9	BCA-1, 3
Ability to accept child's problems and not condemn them	BSA-1, 6, 7, 9*, 10*, BCA-1, 2, 3, 9, 13, 4H-26, 41, 42, 43, 58, GS-1, 3, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 46*, 49*, EDC-1, 12, 13, 17, 22, 25*, 32*, 48*, 57*, 70**, 73**, 77**, 80**	BCA-1, 3, 9, 11, 13, SCF-3	BCA-1, 11, 13, SCF-3

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	Feelings	Facts and Ideas	Skills
BEHAVIOR & DISCIPLINE (continued)			
How to change attitudes and habits in children	**BSA**-6, 7, 9*, 10*, **BCA**-1, 3, 11, 13, **GS**-1, 3, 11, **NFS**-35*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-1, 22, 27*, 35*, 43*, 49*, 58*, 67**, 80**	**BCA**-1, 3, 7, 11, 13, **SCF**-3	**BSA**-7, **BCA**-1, 3, 7, 11, 13, **4H**-25, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-1, 22, 27*, 35*, 43*, 49*, 58*, 67**, 80**
Child's view of things	**BCA**-1, 13	**BSA**-7, 9*, 10*, **BCA**-1, 3, 13, **4H**-3, 8, 9, 21, **GS**-1, **SA**-2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 48*, 49*, **EDC**-1, 3, 12, 13, 14, 22, 26*, 37*, 65**, 70**	**BCA**-1, 13
Purpose and nature of discipline and the difference between discipline and punishment	**BCA**-1, 3	**BSA**-1, 6, 7, 9*, 10*, **BCA**-1, 3, 7, **4H**-2, 3, 19, 23, 26, 41, 42, 43, 58, **GS**-1, 3, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 40*, 41*, 44*, **EDC**-13, 22	**BCA**-1, 3
Impact of parent on life of child	**BCA**-2, 3, 5*, 13, **EDC**-1, 18, 78**	**BSA**-6, 7, 10*, **BCA**-2, 3, 5*, 9, 13, **4H**-2, 20, 22, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 27*, 40*, **EDC**-2, 8, 20, 21, 25*, 27*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 58*, 63*, 67**, 68**, 69**, 77**	
Understanding that parents are models and how children learn from modeling	**BCA**-1, 2, 13	**BSA**-6, 9*, 10*, **BCA**-1, 2, 3, 5*, 11, 13, 17*, **4H**-20, 26, 40, 42, 54, **GS**-1, 3, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, **SCF**-3, **EDC**-26*, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 55*, 56*, 58*, 67**, 78**	**BSA**-7, 10*, **BCA**-1, 3, 11, 12, 13, **4H**-1, 19, 20, 40, **GS**-3, 11, **NFS**-13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, 5, **EDC**-26*, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Influence of peer relationships	**BCA**-5*, 13	**BSA**-9*, 10*, **BCA**-1, 3, 5*, 13, **SA**-3, 4, 5, 6, 9, 10, 11, **EDC**-2, 27*, 44*, 51*, 59*, 68**	
Need for positive motivation		**BSA**-1, 9*, 10*, **BCA**-1, 3, 8, **4H**-25, 26, 41, **SA**-2, 3, 4, 6, 8, 9, 10, 11, 16, **EDC**-22	**BCA**-1, 3, 8
Knowing the importance of self esteem and how to build it in a child	**BCA**-1, 2, 3, 13	**BSA**-7, 9*, **BCA**-1, 3, 9, 13, **4H**-3, 19, 21, 25, 26, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 46*, 49*, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**	**BCA**-1, 3, 13

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	Feelings	Facts and Ideas	Skills
BEHAVIOR & DISCIPLINE (continued)			
Teaching children good manners, social skills, and morals		BCA-3	BSA-7, 9*, BCA-3, 4H-19, SA-2, 3, 4, 5, 6, 8, 9, 10, 11, 12, EDC-27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
How to motivate parents enough to follow through, apply the knowledge, act on what is known		BCA-2, 3, 13	BSA-9*, 10*, BCA-2, 3, 13, EDC-1
Consistency		BCA-3, 13	BSA-1, 10*, BCA-1, 3, 13, 4H-19, 23, SA-2, 3, 8
Ability to help children develop their own decision-making skills and to be somewhat independent	BCA-13	BCA-1, 3, 11, 13, SCF-3	BSA-1, 7, BCA-1, 3, 11, 12, 13, 4H-26, GS-1, 3, 5, 7, NFS-13, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, SCF-3, 5, EDC-1, 4, 13, 64**, 80**
Giving a child a chance to make choices without too much risk with some room for letting child experience failure	BCA-13	BCA-1, 3, 13	BSA-1, 7, BCA-1, 3, 11, 13, 4H-4, 19, 21, 22, 23, 26, GS-1, 3, 5, 6, 7, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 46*, SCF-3, EDC-4, 13, 20, 64**, 77**, 80**
CHILDREN WITH SPECIAL NEEDS			
Ability to accept child's problems and not condemn them	BCA-2, 3, 13, GS-1, 9, SA-2, 3, 4, 5, 8, 9, 10, 11, EDC-12, 13, 17, 22, 25*, 32*, 57*, 70**, 73**, 77**, 80**	BCA-2, 3, 13	BCA-3, 13
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Genetic abnormalities	BCA-2, 15*, NFS-27*	BCA-2, 3, 15*, NFS-21*, 27*, SA-4, 7, EDC-17, 57*, 73**	
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Practical health and safety	NFS-26*, SA-28*, 32*, 33*, EDC-1, 18, 20, 55*, 56*	BSA-3, 4, 9*, BCA-1, 3, 6, 7, 8, 4H-1, 2, 22, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 24, 38*, 40*, 56*, EDC-20, 77**	BCA-3, 6, 7, 8, SA-32*, EDC-20
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Health care	NFS-26*, SA-28*, 32*, 33*, EDC-20	BSA-3, 4, BCA-3, 6, 7, 4H-1, SA-3, 4, 7, 10, 11, 24, 38*, 56*, EDC-7, 19, 69**	BCA-3, 6, 7, SA-32*, EDC-20

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PARENT'S NEEDS & STYLES			
Value of time with children	**BSA**-1, 6, 10*, **BCA**-2, 5*, **4H**-3, 17, 20, 40, 57, **GS**-1, 3, 11, 12*, **SA**-1, 3, 4, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 12, 13, 22. 27*, 28*, 30*, 35*, 36*, 43*, 49*, 53*, 61*, 67**, 70**, 80**	**BCA**-2, 5*, 9	
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Understanding your own needs to have children	**BSA**-6, 8*, 9*, **BCA**-2, 15*, **4H**-40, 41, **GS**-3, 12*, **NFS**-27*, **SA**-3, 4, 8, 9, 10, 11, 12, 27*, **EDC**-21, 25*, 29*, 67**, 77**	**BCA**-2	
Understanding importance of relationship between male and female/mother and father	**BSA**-1, 6, 7, 8*, **BCA**-2, 13, **4H**-40, **GS**-10, 13*, **SA**-2, 3, 4, 7, 10, 11, 12, **EDC**-8, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	**BSA**-1, 6, **BCA**-2, 9, 13, **4H**-1, 2, **SA**-2, 3, 4, 7, 8, 9, 10, 11, 12, **EDC**-8, 21, 25*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**, 77**	
Needs of the single parent and how to cope as a single parent	**BCA**-2, 9, 14*, **4H**-1, 2, **NFS**-25*, 33*, **SA**-3, 4, 10, 11, 27*, 39*, **EDC**-1, 18, 20, 25*, 31*, 45*, 55*, 56*, 77**, 78**	**BCA**-2, 9, 14*, **4H**-2, **NFS**-25*, **SA**-3, 4, 10, 11, 27*, 39*, **EDC**-1, 18, 31*, 55*, 56*, 78**	**BCA**-2, **4H**-2, **NFS**-25*, **SA**-3, 4, 10, 11, 27*, 39*, **EDC**-18, 20, 25*, 31*, 45*, 55*, 56*, 76**, 78**
Family dynamics and sibling relationships	**BSA**-3, 7, **BCA**-2, 3, 5*, 13, **4H**-38, 46, 55, 59, **GS**-1, 3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, **SCF**-2*, **EDC**-21, 26*, 27*, 28*, 30*, 35*, 36*, 45*, 49*, 50*, 53*, 61*, 67**	**BCA**-2, 3, 5*, 13	**BCA**-13
Differences between children and adults	**BCA**-2, 5*, 13, **EDC**-18, 31*, 78**	**BSA**-1, 3, 6, 7, 9*, 10*, **BCA**-2, 13, **4H**-36, 41, **SA**-3, 6, 8, 9, 10, 11, **EDC**-3, 4, 9, 12, 14, 15, 16, 23, 26*, 37*, 46*, 64**, 65**, 70**, 71**, 72**	**EDC**-18, 31*, 78**
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PARENT'S NEEDS & STYLES (continued)			
How to motivate parents enough to follow through, apply the knowledge, act on what is known		**BCA**-2, 13	**BSA**-7, 10*, **BCA**-2, 13, **4H**-2, **GS**-11, **SA**-3, 4, 9
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Value of time with children	**BSA**-6, 7, 10*, **BCA**-2, **4H**-2, 3, 40, **GS**-1, 3, 11, 12*, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-1, **EDC**-12, 13, 22, 27*, 35*, 36*, 43*, 49*, 53*, 67**, 70**, 80**	**BCA**-2, 9	
Understanding that parenthood is optional	**BCA**-5*, **4H**-4, 10, 17, 18, 39, **GS**-3, 10, 12*, **NFS**-17*, 19*, **SA**-3, 4, 8, 9, 12, **EDC**-21, 67**	**BCA**-2, 5*, **4H**-1, 2, 14, 20, **GS**-1, 3, 10, 12*, **NFS**-17*, 19*, **SA**-3, 4, 8, 9, 10, 11, 12, **EDC**-21, 67**	
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Knowing how to make a home	**BCA**-2, 14*, **4H**-38, **SA**-4, 7, 8, 9, 10, 27*, **EDC**-18, 31*, 55*, 56*, 78**	**BSA**-3, **BCA**-2, 9, 14*, **4H**-17, **GS**-3, 11, **SA**-4, 7, 8, 9, 10, 27*, **EDC**-1	**BSA**-3, **BCA**-2, **SA**-4, 7, 8, 9, 10
Understanding varying lifestyles	**BSA**-3, 6, 7, **BCA**-2, 14*, **4H**-34*, **GS**-1, 12*, **SA**-3, 4, 7, 8, 9, 10, 11, 12, 27*, **SCF**-2*, **EDC**-2, 6, 8, 18, 21, 27*, 31*, 34*, 35*, 36*, 39*, 41*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 63*, 67**, 68**, 69**, 78**	**BCA**-2, 14*, 17*, **GS**-3, 11, 12*, **SA**-3, 4, 7, 8, 9, 10, 11, 12, 27*, **EDC**-2, 6, 8, 18, 21, 27*, 31*, 34*, 35*, 36*, 39*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 63*, 67**, 68**, 69**, 78**	
Family dynamics and sibling relationships	**BSA**-3, 6, 7, 8*, 10*, **BCA**-2, 5*, 13, **4H**-1, 38, 46, 55, 56, 59, **GS**-3, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, **EDC**-21, 27*, 35*, 36*, 39*, 41*, 45*, 49*, 50*, 53*, 67**	**BSA**-3, 6, 7, 10*, **BCA**-1, 2, 5*, 11, 13, **4H**-17, 38, 46, **GS**-3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, **SCF**-3, **EDC**-21, 26*, 27*, 35*, 36*, 45*, 50*, 53*, 67**	**BSA**-3, 7, 10*, **BCA**-2, 13, **4H**-17, 38, **GS**-3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-2*, **EDC**-21, 26*, 27*, 35*, 36*, 45*, 49*, 50*, 53*, 67**

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Importance of parent-child relationship and how to develop it	**BCA**-2, 3, 11, 13, **SCF**-3	**BSA**-6, 7, 9*, 10*, **BCA**-2, 3, 9, 11, 13, **4H**-2, 3, 20, 40, **GS**-1, 3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-1, 2, 8, 13, 18, 21, 27*, 31*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 58*, 67**, 68**, 69**, 78**	**BCA**-3, 9, 11, 13, **SCF**-3
Value of the family experience and the ability of the family to function as a whole			**BSA**-1, 3, 7, **BCA**-2, 13, **4H**-2, 17, 38, 46, **GS**-3, 10, 11, 12*, **SA**-2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 15, 52*, **SCF**-2*, **EDC**-8, 18, 21, 26*, 27*, 31*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 55*, 56*, 57*, 58*, 67**, 78**
Parents being able to establish a life apart from parenthood	**BCA**-2	**BCA**-2, 11, **SCF**-3	**BCA**-2, **4H**-2, 20, 26, **GS**-3, **SA**-4, 16, **EDC**-18, 31*, 55*, 56*, 78**
Knowledge of self	**BCA**-2, 12, 13, **NFS**-13, **SCF**-5	**BCA**-2, 13	**BSA**-10*, **BCA**-1, 2, 12, 13, **4H**-1, 2, 3, 13, **GS**-10, 13*, 14*, **NFS**-13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-5, **EDC**-8, 13, 26*, 47*, 67**
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Importance of being able to reveal needs to others who might be able to help your child	**BSA**-3, 6, **BCA**-2, 13, **4H**-2, 22, 23, 40, **GS**-3, 8*, 9, **SA**-3, 4, 6, 10, 11, **EDC**-1, 2, 13, 18, 20, 25*, 31*, 42*, 55*, 56*, 68**, 73**, 77**	**BCA**-2, 3	**BCA**-3, **4H**-2, 5, **GS**-9, 11, **SA**-3, 4, 6, 10, 11, **EDC**-1, 2, 13, 18, 20, 25*, 31*, 42*, 55*, 56*, 68**, 77**, 78**, 80**
Knowledge of resources available to help		**BSA**-3, 4, **BCA**-1, 2, 3, 7, 15*, **4H**-2, 22, 23, 40, **GS**-3, 11, **NFS**-25*, 27*, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 21, 27*, 39*, 40*, 43*, **EDC**-1, 7, 17, 18, 19, 20, 31*, 55*, 56*, 67**, 69**, 73**, 77**, 78**	
Benefits of relationships between parent and teacher and relating to other people who are in contact with your child		**BSA**-3, 7, **BCA**-2, 9, **4H**-22, **SA**-4, 6, 7, 26*, 52*, **EDC**-2, 6, 7, 13, 17, 19, 20, 25*, 28*, 34*, 42*, 67**, 68**, 69**, 73**, 74**, 80**	**BSA**-3, **EDC**-2, 6, 34*, 68**, 69**, 74**
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	Feelings	Facts and Ideas	Skills
COMMUNITY RESOURCES (continued)			
That child's education is a whole process in which parents are heavily involved	BCA-2	BSA-6, 7, BCA-2, 4H-2, 40, 42, GS-3, 8*, 11, SA-3, 5, 6, 7, 12, 26*, 40*, EDC-1, 2, 6, 18, 31*, 34*, 55*, 56*, 68**, 69**, 74**, 78**	
CHILDREN'S RIGHTS			
Seeing child as a separate person	BSA-1, 6, 8*, 10*, BCA-1, 2, 11, 13, 4H-3, 8, 42, 43, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 49*, SCF-3, EDC-1, 3, 13, 25*, 29*, 37*, 65**, 77**	BCA-1, 11, 13, SCF-3	BCA-13, EDC-2, 6, 7, 19, 20
Understanding adult responsibilities such as a parent, teacher, etc.	BCA-1, 2, 13	BCA-1, 2, 13, 4H-1, 2, 3, SA-1, 3, 4, 5, 6, 7, 10, 11, 12, 26*, EDC-1, 2, 6, 7, 13, 19, 20, 67**, 68**, 69**, 77**	BCA-13, EDC-2, 6, 7, 19, 20
Implications of and rights of the child	BCA-1, 2, 11, 13, SCF-3	BCA-1, 2, 11, 13, 4H-1, 2, SA-1, 3, 4, 5, 6, 7, 10, 11, 12, 26*, 40*, SCF-3, EDC-2, 6, 7, 19, 20, 67**, 68**, 69**, 77**	BCA-13, EDC-2, 6, 7, 19, 20
Legal requirements	BCA-2	BCA-2, SA-3, 4, 10, 11, 40*, 43*, EDC-7, 19, 69**	EDC-2, 6, 7, 19, 20
PARENT'S RIGHTS			
Legal requirements	BCA-2, EDC-20	BCA-2, SA-3, 4, 10, 11, EDC-7, 19, 69**	EDC-2, 6, 7, 19, 20
Implications of and rights of the child	BCA-2, 13, EDC-20, 25*	BCA-2, 13, SA-3, 4, 10, 11, 26*, 27*, EDC-2, 6, 7, 19, 20, 67**, 68**, 69**, 77**	BCA-2, 13, EDC-2, 6, 7, 19, 20
STRESS			
Understanding effects of stress on caregivers	BSA-6, 7, 8*, 10*, BCA-1, 2, 5*, 13, 4H-2, 10, GS-1, 10, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 26*, 27*, 40*, EDC-1, 18, 20, 25*, 30*, 31*, 41*, 55*, 56*, 77**, 78**	BSA-6, 7, BCA-1, 2, 9, 13, 4H-2, 10, 20, 26, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 26*, 27*, 40*, EDC-1, 18, 20, 25*, 30*, 31*, 55*, 56*, 77**, 78**	BCA-1, 2, 3, 13, EDC-20, 25*, 30*
FAMILY MANAGEMENT			
Knowledge of one's own ability to make decisions	BSA-3, 7, 10*, BCA-2, 13, GS-1, 10, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-13, 18, 22, 30*, 31*, 42*, 55*, 56*, 77**, 78**, 80**	BCA-2, 13	BCA-2, 13

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
FAMILY MANAGEMENT (continued)			
Positive attitude toward parenting	**BSA**-3, 6, 7, 8*, 9*, 10*, **BCA**-2, **4H**-39, 40, **GS**-1, 10, 11, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-3, 4, 13, 18, 22, 23, 29*, 30*, 31*, 38*, 41*, 55*, 56*, 64**, 65**, 78**, 80**	**BCA**-2, 9	
Knowing how to make a home	**BSA**-3, **BCA**-2, **GS**-1, **SA**-4, 7, 8, 10, 11, **EDC**-30*, 41*	**BCA**-2, 9, **SA**-4, 7, 8, 10, 11, **EDC**-1	**BSA**-2, 3, **BCA**-2, **4H**-29*, **SA**-4, 7, 8, 10, 11
Realistic expectations for child	**BCA**-2, 13	**BSA**-6, 7, 10*, **BCA**-2, 13, **4H**-2, 3, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 40*, 44*, **EDC**-1, 8, 12, 13, 17, 18, 20, 22, 25*, 29*, 30*, 31*, 32*, 55*, 56*, 57*, 65**, 70**, 72**, 73**, 74**, 75**, 77**, 78**, 80**	
Understanding adult responsibilities such as a parent, teacher, etc.	**BCA**-2	**BSA**-3, 6, **BCA**-2, 9, **4H**-3, 23, 46, **GS**-1, 3, 7, 11, 12*, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 26*, 52*, **EDC**-1, 2, 6, 7, 13, 19, 20, 67**, 68**, 69**, 77**	
Legal requirements	**BCA**-2	**BCA**-2, **SA**-4, 10, 11, **EDC**-7, 19, 69**	
Economic factors of raising a child		**BSA**-3, 6, **BCA**-2, 3, **4H**-1, 2, 40, **GS**-1, **SA**-3, 4, 7, 10, 11, 12, 27*, 45*, **EDC**-18, 78**	
Survival skills for children including learning how to eventually provide for a family	**BCA**-2	**BSA**-3, **BCA**-2, 3, **SA**-4, 7	**BSA**-2, 3, **BCA**-3, **SA**-4, 7
Understanding that parents are models and how children learn from modeling	**BCA**-2, 13	**BSA**-6, 7, 9*, 10*, **BCA**-2, 9, 11, 13, **4H**-1, **GS**-1, 3, 10, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-26*, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**	**BSA**-1, 7, 10*, **BCA**-2, 13, **4H**-20, **GS**-3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 12, **EDC**-26*, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Knowing how to organize time	**BCA**-1	**BCA**-1	**BSA**-7, 10*, **BCA**-1, **4H**-1, 2, **SA**-4, 10, 11
How to motivate parents enough to follow through, apply the knowledge, act on what is known		**BCA**-2, 13	**BSA**-7, 10*, **BCA**-2, 13, **GS**-3, 11, 12*, **SA**-4, 6, 10, 11

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Levels of Learning

	Feelings	Facts and Ideas	Skills
FAMILY COMMUNICATION			
Value of time with children	**BSA**-3, 6, 7, 10*, **BCA**-2, 5*, 9, 13, **4H**-3, 5, 40, 41, 42, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-12, 13, 22, 27*, 30*, 35*, 36*, 41*, 43*, 49*, 53*, 67**, 70**, 80**	**BCA**-2, 5*, 9, 13	**BCA**-13
Ability to have realistic expectations for child and self	**BSA**-6, 7, 8*, 9*, 10*, **BCA**-2, 13, **4H**-3, 5, **GS**-1, 10, 11, **NFS**-31*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 20, 22, 25*, 26*, 27*, 28*, 29*, 30*, 32*, 37*, 38*, 40*, 46*, 57*, 64**, 65**, 66**, 70**, 71**, 72**, 73**, 74**, 75**. 77**, 80**	**BCA**-2, 13	**BCA**-13
Identifying ways in which to show love	**BSA**-1, 6, 7, 10*, **BCA**-2, 13, **4H**-3, 5, **GS**-3, 10, 13*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-8, 13, 21, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**	**BCA**-2, 3, 13	**BCA**-3, 13
Family dynamics and sibling relationships	**BSA**-6, 7, 10*, **BCA**-2, 5*, 13, **4H**-10, 17, 20, 40, **GS**-3, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-18, 21, 26*, 27*, 35*, 36*, 45*, 49*, 50*, 53*, 55*, 56*, 67**, 78**	**BSA**-3, 6, 7, 10*, **BCA**-2, 3, 5*, 11, 13, **4H**-1, 17, 38, 46, 55, **GS**-3, 11, 12*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 52*, **SCF**-3, **EDC**-18, 21, 26*, 27*, 35*, 36*, 45*, 49*, 50*, 53*, 55*, 56*, 67**, 78**	**BSA**-3, 7, 10*, **BCA**-2, 3, 13, **4H**-17, 38, **GS**-1, 3, 8*, 11, 12*, 13*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-21, 26*, 27*, 35*, 36*, 45*, 49*, 50*, 53*, 67**
Importance of parent-child relationships and how to develop it including a one-to-one parent-child relationship	**BSA**-3, 6, 7, 10*, **BCA**-2, 3, 13, **4H**-3, 4, 40, 42, **GS**-11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 12, 13, 17, 22, 70**, 73**	**BSA**-1, 3, 6, 7, 10*, **BCA**-1, 2, 3, 9, 13, **4H**-2, 3, 20, 33*, 40, 42, **GS**-3, **NFS**-20*, 35*, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-1, 2, 8, 13, 18, 21, 27*, 31*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 57*, 58*, 67**, 68**, 77**, 78**	**BSA**-1, 7, 10*, **BCA**-1, 2, 3, 11, 13, **4H**-3, 4, 10, 20, 40, 41, 42, **GS**-1, 3, 8*, 11, 12*, 13*, **NFS**-11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-8, 10, 12, 13, 17, 21, 22, 27*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 63*, 67**, 69**, 70**, 73**, 74**
Value of family experience	**BCA**-2, 13	**BSA**-1, 3, 6, 7, 10*, **BCA**-2, 13, **4H**-17, 38, 40, 42, **GS**-3, 11, 12*, **EDC**-8, 21, 26*, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 57*, 58*	**BCA**-13

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
FAMILY COMMUNICATION (continued)			
Communicating love to the child	**BCA**-1, 2, 3, 13	**BCA**-1, 2, 3, 13	**BSA**-1, 7, 10*, **BCA**-1, 2, 3, 13, **4H**-2, 3, 10, 12, **GS**-1, 3, 8*, 11, 12*, 13*, **NFS**-15*, **SA**-2, 3, 4, 5, 6, 8, 9, 10, 11, **EDC**-8, 13, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
How to motivate parents enough to follow through, apply the knowledge, act on what is known	**BCA**-2, 13	**BCA**-2, 13	**BSA**-7, 9*, 10*, **BCA**-2, 13, **GS**-1, 3, 8*, 11, 12*, 13*, **SA**-3, 4, 6, 10, 11
Parent as a model	**BCA**-2, 11, 13, **SCF**-3	**BCA**-2, 11, 13, **SCF**-3	**BSA**-6, 7, 10*, **BCA**-2, 11, 13, **4H**-20, 40, 42, **GS**-1, 3, 8*, 11, 12*, 13*, **SA**-2, 3, 6, 7, 8, 9, 10, 11, 12, **SCF**-3, **EDC**-26*, 27*, 34*, 35*, 36*, 39*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Communication skills, listening	**BCA**-1, 2, 11, 13, **SCF**-3	**BCA**-1, 2, 11, 13, **SCF**-3	**BSA**-1, 7, 10*, **BCA**-1, 2, 11, 12, 13, **4H**-1, 2, 5, **GS**-1, 3, 11, 12*, 13*, **NFS**-13, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 26*, **SCF**-3, 5, **EDC**-3, 12, 13, 18, 42*, 65**, 70**, 78**, 80**
CHILDREN'S NEEDS			
Value of time with children	**BSA**-1, 6, 7, 10*, **BCA**-1, 2, 3, 13, **4H**-3, 21, 42, **SA**-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, **EDC**-12, 13, 22, 27*, 28*, 35*, 36*, 43*, 49*, 53*, 67**, 70**, 80**	**BCA**-1, 2, 3, 9	**BCA**-3
Understanding the importance of self esteem and how to build it in a child	**BSA**-6, 8*, 10*, **BCA**-1, 2, 3, 9, 13, **4H**-8, 21, 40, 41, 42, **GS**-1, 3, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 26*, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**	**BSA**-6, 9*, 10*, **BCA**-1, 3, 9, 13, **4H**-3, 40, 41, 42, **GS**-1, 7, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 26*, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**. 80**	**BSA**-7, **BCA**-1, 3, 13, **4H**-3, 8, 26, **GS**-1, 8*, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 26*, **SCF**-1, **EDC**-2, 12, 13, 17, 22, 23, 27*, 28*, 32*, 48*, 57*, 68**, 70**, 73**, 80**
Identifying ways in which to show love	**BSA**-6, 9*, 10*, **BCA**-1, 2, 13, **4H**-2, 3, 10, **GS**-1, 3, **SA**-3, 4, 5, 6, 8, 9, 10, 11, **EDC**-8, 13, 21, 27*, 28*, 34*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**	**BCA**-1, 3, 13	**BCA**-1, 3, 13

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
CHILDREN'S NEEDS (continued)			
Value of play to a child		BSA-6, 9*, 10*, BCA-1, 3, 7, 4H-1, 2, 3, 18, 42, 48, GS-1, 7, 8*, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-1, 4, 13, 26*, 40*, 64**	BCA-1, 3, 7
Understanding adult responsibilities such as a parent, teacher, etc.	BCA-2	BSA-6, BCA-2, 3, 9, 4H-3, 46, GS-1, 3, 11, SA-3, 4, 8, 9, 10, 11, 15, 26*, EDC-2, 6, 7, 13, 19, 20, 67**, 68**, 69**, 77**	BCA-3
Importance of parent-child relationships and how to develop it including a one-to-one parent-child relationship	BSA-1, 3, 6, 7, 10*, BCA-1, 2, 3, 9, 13, 4H-3, 4, 21, 42, 45, 58, GS-1, 3, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 12, EDC-12, 13, 17, 18, 22, 27*, 28*, 31*, 55*, 56*, 70**, 73**, 78**	BSA-1, 6, 7, 10*, BCA-1, 2, 3, 9, 13, 4H-3, 40, 42, 46, 54, GS-1, 3, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, EDC-2, 8, 13, 21, 27*, 31*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 55*, 56*, 57*, 58*, 67**, 68**, 69**, 78**	BSA-1, 7, 10*, BCA-1, 2, 3, 13, 4H-2, 3, 4, 18, 40, 42, GS-3, 11, SA-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, EDC-2, 8, 12, 13, 17, 21, 22, 27*, 34*, 35*, 36*, 43*, 45*, 47*, 49*, 50*, 53*, 58*, 67**, 68**, 69**, 70**, 73**, 78**
Survival skills for children including how to eventually provide for children	BCA-2, 3	BCA-2, 3	BSA-2, 3, 4, 7, BCA-2, 3, SA-4, 10, 11
Exposing a child to a variety of learning opportunities and experiences		BCA-1, 2, 3, 4, 7, 8, 9	BSA-7, BCA-1, 2, 3, 4, 7, 8, 4H-1, 2, 4, 11, 18, 21, 42, GS-1, 5, 6, 7, SA-1, 3, 4, 5, 6, 7, 3, 9, 10, 11, 12, SCF-1, EDC-1, 2, 4, 5, 10, 11, 13, 14, 24, 26*, 32*, 33*, 40*, 41*, 52*, 54*, 60*, 62*, 63*, 64**, 66**, 68**, 71**, 73**, 80**
Trying to meet the physical, educational and mental needs of children		BCA-1, 3, 7	BSA-3, 5, 7, 10*, BCA-1, 3, 7, 4H-2, 3, 8, 9, 41, 42, 46, GS-1, 3, 5, 6, 7, 8*, 9, SA-1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 24, 26*, 56*, EDC-1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 25*, 26*, 28*, 31*, 32*, 33*, 34*, 35*, 36*, 37*, 39*, 40*, 41*, 43*, 44*, 45*, 46*, 47*, 48*, 49*, 50*, 51*, 52*, 53*, 54*, 55*, 56*, 57*, 58*, 60*, 62*, 63*, 64**, 66**, 67**, 68**, 69**, 70**, 71**, 73**, 77**, 78**

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	Levels of Learning		
	Feelings	Facts and Ideas	Skills
CHILDRENS NEEDS (continued)			
Communicating love to the child	**BCA**-1, 2, 9, 13	**BCA**-1, 2, 3, 9, 11, 13, **SCF**-3	**BSA**-1, 7, 10*, **BCA**-1, 2, 3, 13, **4H**-3, 6, 26, 33*, 41, 42, **SA**-3, 10, 11, 16, **EDC**-8, 13, 27*, 35*, 36*, 43*, 45*, 49*, 50*, 53*, 58*, 67**
Ability to help children develop their own decision-making skills and to be somewhat independent	**BCA**-1, 13	**BCA**-1, 3, 11, 13, **SCF**-3	**BSA**-7, 10*, **BCA**-1, 3, 11, 13, **4H**-4, 9, 10, 21, 22, 23, 25, 26, **GS**-1, 3, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, **SCF**-3, **EDC**-4, 13, 18, 31*, 55*, 56*, 64**, 78**, 80**
Giving a child a chance to make choices without too much risk with some room for letting child experience failure	**BCA**-1, 13	**BCA**-1, 3, 13	**BCA**-1, 3, 11, 13, **4H**-4, 10, 21, 22, 23, 26, **GS**-1, 3, 5, 6, 7, 8*, 11, **SA**-1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 16, **SCF**-3, **EDC**-4, 13, 18, 20, 64**, 77**, 80**

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MATRIX MATERIALS LIST

NATIONAL VOLUNTARY ORGANIZATIONS' MATERIALS

Materials used by each of the National Voluntary Organizations in their Education for Parenthood programs are listed by each National Voluntary Organization within three major categories:

Materials Available from the National Voluntary Organization

Materials that were developed by and available from the National Voluntary Organizations are described here. Additional information about the materials including the purchase price can be obtained by contacting the organizations. Most of the materials in this category are referenced in The Matrix.

Important Materials Available from Other Sources

Materials that were not developed by the National Voluntary Organizations but considered an important part of the overall programs are listed here. Some of the materials are described and all should be available from the source given. In some cases, materials in this category have been used by more than one National Voluntary Organization and the materials are listed by each organization which used them. All of the materials presented in this category are referenced in The Matrix.

Supplemental Materials

Materials developed by other sources and used primarily as a supplement to the National Voluntary Organizations' programs are listed here. The materials should be available from the source given. Please note that the materials in this category have not been referenced in The Matrix.

EDUCATION DEVELOPMENT CENTER EXPLORING CHILDHOOD MATERIALS

Several of the National Voluntary Organizations used parenthood education materials developed by the Education Development Center. To simplify matters, these materials are not listed under the National Voluntary Organizations; but, rather, all Education Development Center parenthood education materials are listed under the title Exploring Childhood Materials. Please note, however, that these materials have been referenced in The Matrix by the Education Development Center and the National Voluntary Organizations using them. Descriptions of the materials can be found in the *Exploring Childhood Program Overview and Catalog of Materials* available from the Education Development Center.

BOY SCOUTS OF AMERICA

MATERIALS DEVELOPED BY THE BOY SCOUTS OF AMERICA

The following materials are available from any local Boy Scout Council office or from:

Boy Scouts of America
North Brunswick, New Jersey 08902

Code No.	Title and Description
BSA-1	*Cub Scout Family.* Pamphlet. This is written primarily for families and older young adults as a capsule for understanding families, and the role which they play in meeting the needs of younger family members. It stresses the value of play and family activity.

Code No.	Title and Description
BSA-2	*Cooking Skill Book.* Pamphlet Written in cartoon-style, this is geared primarily for the 12-18 year old with a 5th grade reading level. It emphasizes the acquisition of skills and proficiencies in cooking. It treats equally the subject of indoor and outdoor cooking while it presents a great deal of helpful information related to nutrition and food preparation.
BSA-3	*Family Living Skill Book.* Pamphlet. Presented in animated cartoon-style, the *Family Living Skill Book* conveys facts and ideas related to family lifestyles, community resources, family management and communication. Written at a 5th grade reading level, it assists 12-18 year olds in understanding the dynamics of the family as well as the needs of all of its members.
BSA-4	*First Aid Skill Book.* Pamphlet. A cartoon-style, fully illustrated pamphlet, this booklet concerns itself with child health and safety, and family safety. Written at a 5th grade reading level, the *First Aid Skill Book* covers essential first aid skill information in the physical care of children or how to treat first aid situations as caregivers. An excellent tool in training caregivers.
BSA-5	*Physical Fitness Skill Book.* Pamphlet. Written in full color illustration, this piece concerns itself with a basic attitude and approach to life from the view of one's fitness. It also deals with the physical development of children. To be used primarily with 12-18 year olds.

The following Seminar Package is available as a total unit or as separate components from:

The Exploring Division
Boy Scouts of America
North Brunswick, New Jersey 08902

The materials may also be available from local Boy Scout Council offices and in some areas the local Boy Scout Council may have a team of trained Explorers who could conduct the seminar for a group.

Code No.	Title and Description
(See components below)	*Exploring Childhood Seminar - Pkg. #2.* A one-session, three-hour, peer-led, consciousness-raising experience about parenthood. The *Exploring Childhood Seminar* is designed for young adults (14-20) as an introduction to their potential role as parents. Especially beneficial to the individual who would not likely sign up for a longer, multi-part program, the seminar blends several presentation formats, including slide/tape shows, group discussions, role-playing, panel discussions, and a self-correcting information measurement to bring a group (15-50) in touch with their feelings about themself and others, their's and their prospective children's childhoods. It also relates facts and ideas concerning children, their families, and the environment in which families function. Family dynamics, communication, child development (physical, intellectual, social and moral) are emphasized in this package, which has as its core the aspect of being conducted by trained youth leaders. The package contains a script for ease of training; a *Seminar Success Manual* which includes a training outline describing the physical layout, and other materials needed for maximum effectiveness; and the following major components (referenced in The Matrix):

Code No.	Title and Description
BSA-6	*Parent Panel.* Discussion guide. This discussion guide assists a group in having a positive experience with a panel of parents, designed for a group of youth with a young adult moderating. Deisgned for the high school-age young adult. *Parent Panel* includes a discussion format, a brief orientation for parents on the panel, and questions which the moderator could ask in order to stimulate participant questions.
BSA-7	*View Point.* Role-playing exercise. *View Point* is a series of ten separate common family situations in which there are five viewpoints or roles each offering a different perspective on how to cope with the conflict. It includes written rationales for each viewpoint and a discussion guide for the moderator which, while preferably a youth, could easily be an adult. Subject matter include discipline and behavior, fears and anxieties, family dynamics, stress, and family communication. *View Point* promotes group participation and facilitates group discussion.
BSA-8*	*Exploring Parenthood.* Slide/Tape. Length - 6 minutes. "A warm, positive feeling toward parenthood" is how one viewer described this presentation. By suggesting that the young adult viewer ask their parents to relate how they felt about their own adolescence. *Exploring Parenthood* makes a strong, positive statement about parenthood while noting its seriousness. Through its approach, it has a powerful impact on adults as well. It is an ideal closing to a parent-education conference, a consciousness raiser for a group considering involvement in parenting education. It makes a case for parenting training and can be used to assist in foundations, United Way, or Service Club presentations.
BSA-9*	*How Much Do You Know?* Slide/Tape. A fifty-question true-false quiz presented in slide/tape format. Each participant receives an answer sheet; set includes answers, rationale for each answer, and who conducted the major work related to the question. *How Much Do You Know?* concerns itself with physical, intellectual and social development; fears and anxieties; behavior and discipline; and the subject of Who Are You? Ideal for creating discussion and working with groups of young adults.
BSA10*	*I Feel Angry.* Film or Slide/Tape. Designed for group viewing, this deals with how children deal with anger, who makes them angry, and projects the emotions which children possess. Those seeing the visual are transported back to their own childhood by seeing 5-8 year olds discuss their feelings with the help of a moderator as well as impacting on adults as to their own children's emotions. An excellent vehicle for small or large group discussion.

Also available from the Boy Scouts of America are the following materials not referenced in The Matrix:

Title and Description

Day Camp Staff Training - Pkg. #16.

An outline of day camp staff training using Education for Parenthood principles. A training designed for staff members of a day camp to sensitize them in how to more effectively work with youth ages 7-11. Unique in that it emphasizes child development terms. It provides activities along with facts and ideas on child behavior. The curriculum includes role-playing situations, team building activities,

***Audiovisual Materials**

child behavior simulations as well as outdoor games and activities. A feature of the program includes a role-reversal period wherein the staff members are considered "campers" by the trainers in addition to a TA (Transactional Analysis) segment. Materials: Training outline plus all support information to conduct the program.

Exploring Child Care - Pkg. #5.
An eight to ten month bi-monthly training experience with practicum to do voluntary work in a child care setting. This involves a child care agency to conduct meetings twice a month providing facts and ideas, while also developing skills for working with young children and their families. At its core, a staff member of the agency functions with a group of high school-age young adults as the program coordinator (advisor), utilizing the staff and facilities of the agency as resources to the program. In addition to the bi-monthly meetings, each participant is scheduled for a practicum experience with an opportunity to discuss experiences with children, make guided observations, keep a log of their experiences, and help plan activities related to the agency's children. Materials: An advisor's guidebook identifying the resources which may be found locally and nationally along with planning schedules and the method of operation. Child development and family materials used to support this program was the *Exploring Childhood* materials produced by the Education Development Center.

BOYS' CLUBS OF AMERICA

MATERIALS DEVELOPED BY THE BOYS' CLUBS OF AMERICA

The following materials are available as a total unit or as separate booklets from:

National Program Service
Boys' Clubs of America
771 First Avenue
New York, New York 10017

Code No.	Title and Description
(See booklets below)	*Help-A-Kid (HAK) Program Development and Activities Guide.* A three-ring vinyl binder including a 36-page booklet for program planners focusing on rationale, organization and implementation principles for Education for Parenthood activities (*Help-A-Kid Program Development Guide: What It's All About; Why Get Involved*); a 16-page outline for a six-session discussion series among adult staff groups within agencies sponsoring Help-A-Kid or other Education for Parenthood activities (*Help-A-Kid Supporting the HAK Thrust through Professional Staff In-Serving Training*); and four additional booklets. The four booklets described below have been referenced in The Matrix.
BCA-1	*(HELP-A-KID) Emphasizing Child Development Principles through Junior Staff In-Service Training.* A 48-page manual on a seven-session, child-development-oriented training program for adolescents who work with children in an agency setting. Adaptable for camp counselors, babysitter training, etc.

Code No.	Title and Description
BCA-2	*(HELP-A-KID) Helping Teens Know Themselves through Values Clarification Raps.* A 48-page manual on the organization and operation of an ongoing series of topical discussions with older youth in the areas of self-awareness and social roles; adolescent sexuality; contemporary lifestyles; parenthood, families and children; and life issues and social concerns.
BCA-3	*(HELP-A-KID) Acquiring Skills for Bachelor and Family Living through Human Survival Training.* A 40-page manual on the organization of a 10-session child care training/home skills course for younger teens. Emphasis is on learning by doing.
BCA-4	*(HELP-A-KID) Encouraging Relationships with Younger Children through Individual and Group Activities.* A 40-page guide listing 17 short- and long-term activities through which teenagers may work with younger children throughout their communities. Includes a description, suggested training for participants, and other information.

The following filmstrip (referenced in The Matrix) is also available as a separate unit from the Boys' Clubs:

Code No.	Title and Description
BCA-5*	*Launching Tomorrow's Parents: Youth Learn to HELP-A-KID.* An eight-minute color/sound filmstrip and cassette with Leader's Guide exploring the Boys' Clubs of America approach to Education for Parenthood. The Leader's Guide contains a script and suggestions for audience involvement and follow-up.

Also available for staff training from the Boys' Clubs is an audio-tape by Michael Carrera, *Sexuality Training for Youth Workers* (not referenced in The Matrix).

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY THE BOYS' CLUBS

Code No.	Source	Title
BCA-6	American National Red Cross Washington, D.C. 20006	*First Aid Course Instructor's Guide*
BCA-7	American National Red Cross Washington, D.C. 20006	*Mother's Aide Course Instructor's Guide*
BCA-8	American National Red Cross Washington, D.C. 20006	*Water Safety Aid Instructor's Guide*
BCA-9	Dodson, Fitzhugh Nash Publishing, 1974	*How to Father*

*Audiovisual Materials

Code No.	Source	Title
BCA-10	Gordon, Sol The Institute for Family Research and Education 760 Ostrom Ave. Syracuse, N.Y. 13210	*Ten Heavy Facts About Sex*
BCA-11	Gordon, Thomas Peter H. Wyden, Inc., 1970	*Parent Effectiveness Training*
BCA-12	Simon, Sidney B. Hart Publishing Co., Inc. New York, N.Y. 10003	*Values Clarification*
BCA-13	Y.E.T. Program Director Effectiveness Training, Inc. 531 Stevens Avenue Solana Beach, Calif. 92075	*Youth Effectiveness Training.* (Thomas Gordon's approach to helping parents improve communications skills with their children has been adapted as part of the Boys' Clubs of America Education for Parenthood Program into a 14-session discussion group for adolescents. An Instructor's Guide, posters and participant materials make up the package.)
BCA-14*	Creative Learning Center P.O. Box 5331 Baltimore, Md. 21209	*Outside the Golden Ring*
BCA-15*	National Foundation March of Dimes Box 2000 White Plains, N.Y. 10602	*Tomorrow Happens Today*
BCA-16*	Texture Films (Available through Planned Parenthood)	*About Sex*
BCA-17*	Thomas J. Lipton, Inc.	*Food for Thought*

4-H CLUB FOUNDATION OF AMERICA

MATERIALS DEVELOPED BY 4-H RIVERSIDE, CALIFORNIA

The following materials are available from:

4-H Youth Program
Cooperative Extension
University Hall
2200 University Ave.
Berkeley, California 94720

*Audiovisual Materials

Code No.	Title and Description
4H-1	*4-H PACE* (*Parenting and Childhood Education*). For young men and women. A peer group setting supports teenagers exploring and learning together through group discussion, structured activities and sharing. The small group experience is facilitated by an adult who also serves as role model. Self awareness, values, communication, health and sexuality are issues considered by group members. Family lifestyles and parenting styles are examined in conjunction with their influences on children. Program modules allow flexibility in content and length (with a minimum of 10 meetings suggested). University students have received course credit for their role as group leaders in *4-H PACE.*
4H-2	*Growing Together.* An adult participant manual and an instructional booklet for the teenager which addresses the concerns and needs of a pregnant teenager. *Growing Together* pairs an adult "older sister" with an expectant teen mother during her pregnancy and as she experiences being a teen mother. In a supportive friendship, the adult women (preferably with small children of her own) shares in dialogue and acts as a listener. She is a role model of successful parenting and a guide to seeking information and resources. The young woman explores her attitudes and approaches to life and her self-awareness. Prenatal development and care, and child development, health and safety provide a basis for the building of skills in caring for an infant. Locating and using community resources which help meet the needs of parents and children are demonstrated.

MATERIALS DEVELOPED BY 4-H MARYLAND

The following materials are available from:

Cooperative Extension Service
University of Maryland
600 South Frederick Ave.
Gaithersburg, Maryland 20760

Code No.	Title and Description
4H-3	*Working in a Child Care Center: A 4-H Leader's Guide* and *A 4-H Member's Guide.* Training manuals for an experiential program for youth in Parenthood Education. The Leader's Manual enables leaders to effectively plan, develop, and conduct a program for teenagers, usually through child care and preschool centers. The Member's Guide enables youth to maximize their knowledge and gain skills as they work directly with children.

MATERIALS DEVELOPED BY 4-H MINNESOTA

The following materials are available as a total unit or separate modules from:

Agricultural Extension Service
74 Classroom/Office Building
1994 Buford Avenue
University of Minnesota
St. Paul, Minnesota 55108

Code No.	Title and Description
(See modules below)	*TLC (Teenagers Learning about Children) Resource Box.* By Barbara H. Beatt. The *Resource Box* contains the history, program goals, and objectives of the TLC Education for Parenthood project (*Introduction to TLC*); specific suggestions for 4-H, schools, and community agencies regarding program development (*Setting Up Your Own TLC Program*); principles of leadership, group dynamics, and community resource development (*Leadership for TLC and Other Places*); an overview of vocations involving work with children (*Career Opportunities Related to Children*); and several modules containing content ideas, suggestions for teaching methods, and resources for appropriate audiovisual aids and additional readings. The following TLC modules have been referenced in The Matrix:
4H-4	*Activities with Children.* A categorization of children's activities with ideas for planning for and participating in them.
4H-5	*Communication Tools for Yourself and for Others.* An explanation of a systems approach to constructive interpersonal communication for group leadership, child care, significant relationships. Exercises for skill development are included.
4H-6	*Everyone has Feelings.* Includes descriptions of the emotional dimension of human development with applications to self-awareness and empathy, especially with children.
4H-7	*Fostering Creativity—for Yourself and Others.* Creativity is presented as part of self-actualization. Suggestions for exercising creativity in children are presented.
4H-8	*Getting to Know Children.* An emphasis on a self-understanding of one's own childhood by explaining childhood from a child's point of view.
4H-9	*Growth and Development.* An overview of the principles of human development, dimensions of human development, indicators of landmarks in human development, and application to self.
4H-10	*Helping—Especially with Children.* A description of the process of helping for any age with applications as to meeting children's needs, both developmentally and situationally.
4H-11	*How People Learn.* The basic principles of learning are presented with an emphasis on personal goal-setting and learning for children.
4H-12	*Ideas about Love, Marriage and Intimate Relationships.* Conceptual frameworks are included with a focus on commitment, responsibility, goal-setting, and role-making.

Code No.	Title and Description
4H-13	*Knowing Yourself.* A presentation of frameworks to aid in the development of self/other awareness, self-actualization, positive motivation and achievement.
4H-14	*More About Human Sexuality.* Conceptual presentations of human sexuality with an emphasis on sexual health.
4H-15	*Settings for Child Care.* Includes general descriptions of the functions of various kinds of provisions for child care with a focus on the role of the parenting persons involved.
4H-16	*Studying Children is Learning from Children* Methods of child study are presented with an emphasis on its importance to one's personal insights about self.
4H-17	*The Importance of a Family.* A definition of family and an overview of family development is presented with an opportunity for self reflection and personal goal-setting.
4H-18	*The Meanings of Play.* Theories and functions of play are described with an emphasis on play's significance in human development at any age.
4H-19	*What do we Really Mean by Discipline?* A definition of discipline and methods for designing child-rearing approaches, applications to child-care situations.
4H-20	*What is a Parent?* Functions of a parent-person are described with a focus on its significance to any helping relationship as well as family. Responsibility and commitment are emphasized.

The following materials are available as a total unit or separate workbooks from:

4-H and Youth Development Program
475 Coffey Hall
1420 Eckles Avenue
University of Minnesota
St. Paul, Minnesota 55108

Code No.	Title and Description
(See workbooks below)	*Playing, Working and Living with Children.* By Barbara H. Beatt and Marilyn Olsen. With the *TLC Resource Box* providing a base for both teen leaders and adult resource persons, a mini-program was developed for 9-15 year olds in a 4-H Child Care Project. Materials consist of organizational information and program resource suggestions (*Leader's Guide*); organizational guide and reporting form for 4-H members (*Member's Planning Guide and Record*); and three workbooks. The workbooks have been referenced in The Matrix and are described on the next page:

Code No.	Title and Description
4H-21	*Playing with Children.* Book I presents information and ideas for personal application and activity suggestions on the topics of children's basic needs, activities to do with young children, importance of books and stories for children.
4H-22	*Working with Children.* Book II presents information, personal application ideas, activity suggestions on the topics of growth and development, toys, safety, babysitting.
4H-23	*Living with Children.* Book III presents information, personal application ideas, activity suggestions on the topics of play, feelings, helping and discipline, TV, and careers with children.

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY 4-H MINNESOTA

Code No.	Source	Title
4H-24	Bertocci, Peter A. Sheed and Ward, Inc., 1969 6700 Squibb Rd. Mission, Kansas 66222	*Sex, Love and the Person*
4H-25	Briggs, Dorothy Doubleday, 1970	*Your Child's Self Esteem: The Key to his Life*
4H-26	Garber, Adele and Mazlish, Elaine Grosset and Dunlap, 1974 New York, N.Y.	*Liberated Parents, Liberated Children*
4H-27	Fraiberg, Selma Scribners, 1959	*The Magic Years*
4H-28	Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. Charles E. Merrill Publishing Co. 1966, Columbus, Ohio	*Values and Teaching*
4H-29*	Aetna Life and Casualty 151 Farmington Ave. Hartford, Conn. 06115	*Budgeting, Buying, Credit*
4H-30*	Billy Budd Films 235 East 57th St. New York, N.Y.	*To Be a Person*
4H-31*	Coronet Films	*Masculine and Feminine*
4H-32*	Paulist Productions	*A Chance of Love*

*Audiovisual Materials

Code No.	Source	Title
4H-33*	Office of Economic Opportunity (OEO), Washington, D.C.	***Headstart to Confidence***
4H-34*	Office of Economic Opportunity (OEO), Washington, D.C.	***Palmour Street***
4H-35*	Pitzer, R.L. Agricultural Extension Service 74 Classroom/Office Bldg. 1994 Buford Avenue University of Minnesota St. Paul, Minn. 55108	***Let Me Do It!*** (Program 8 of TV Series, ***Preparing Children for the 21st Century***)

MATERIALS DEVELOPED BY 4-H TEXAS

The following materials are available from:

Family Life Education
Texas Agricultural Extension Service
Texas A & M University
College Station, Texas 77843

Code No.	Title and Description
(See lessons below)	*Teens Explore Parent Education* (*TEPE*). By Mrs. Diane T. Welch and Dr. Jennie C. Kitching. *TEPE* is designed to help young people explore and expand their thinking about children, parents, and families. *Teens Explore Parent Education* can be used for group discussions, as a self-determined project or for individual study and program presentations. The group discussion method or informal "rap sessions" with small groups of young people and volunteer leaders is an enjoyable and effective way to use this information. Materials include a member portfolio of seven lessons and a separate leader portfolio containing the seven lessons and a Leader's Guide. The seven lessons or discussion guides about preparation for parenting and about children have been referenced in The Matrix. A brief description of the major content topic of each lesson follows:
4H-36	Discussion I. *Me, Myself and I* (self-understanding)
4H-37	Discussion II. *One Giant Step* (dating and marriage)
4H-38	Discussion III. *Universally Unique* (families and their functions)
4H-39	Discussion IV. *Me! A Parent?* (concerns and decisions of beginning families)
4H-40	Discussion V. *What's a Mom? What's a Pop?* (roles and responsibilities of parents)
4H-41	Discussion VI. *Focus—The Little People* (needs and growth patterns of children)

*Audiovisual Materials

Code No.	Title and Description
4H-42	Discussion VII. *It's More Than Tieing a Shoe* (children and how they learn)

The following materials are also available from the Texas Agricultural Extension Service:

Code No.	Title
4H-43	*Child Guidance Techniques.* (Publication #MP-865)
4H-44	*Understanding Your Parents.* (Publication #L-847)

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY 4-H TEXAS

Code No.	Source	Title
4H-45	Bantam Books, Inc., 1970 New York, N.Y.	*Better Homes and Gardens Baby Book*
4H-46	Channing L. Bete Company, Inc. Greenfield, Mass. 01301	*What's a Family?*
4H-47	Children's Bureau Publications Superintendent of Documents U.S. Government Printing Office. Washington, D.C.	*The Adolescent in Your Family*
4H-48	Children's Bureau Publications Superintendent of Documents U.S. Government Printing Office. Washington, D.C.	*A Creative Life for Your Child.* *Infant Care.* *Safe Toys for the Child.* *Your Baby's First Year.* *Your Child from One to Six.*
4H-49	Limbacher, Walter J. George A. Pflaum, 1970 Dayton, Ohio.	*Becoming Myself*
4H-50	Limbacher, Walter J. George A. Pflaum, 1970 Dayton, Ohio.	*Here I Am*
4H-51	Limbacher, Walter J. George A. Pflaum, 1970 Dayton, Ohio.	*I'm Not Alone*
4H-52	Nutt, Grady, Broadman Press, 1971 Nashville, Tenn.	*Being Me*

Code No.	Source	Title
4H-53	Public Affairs Pamphlet 234 381 Park Avenue South New York, N.Y. 10016	*Coming of Age: Problems of Teenagers*
4H-54	Public Affairs Pamphlet 187 381 Park Avenue South New York, N.Y. 10016	*Making the Grade as Dad*
4H-55	Public Affairs Pamphlet 410 381 Park Avenue South New York, N.Y. 10016	*Talking It Over at Home*
4H-56	Public Affairs Pamphlet 290 381 Park Avenue South New York, N.Y. 10016	*What Makes a Marriage Happy*
4H-57	Ross Laboratories Columbus, Ohio 43216	*Care for You and Your Baby-To-Be.* *Becoming a Parent.*
4H-58	Ross Laboratories Columbus, Ohio 43216	*The Phenomena of Early Development.* *When Your Child is Contrary.* *When Your Child is Unruly.* *Your Baby Becomes a Toddler.* *Your Children and Discipline.* *Your Child's Tears.*
4H-59	The Hogg Foundation for Mental Health, The University of Texas Austin, Texas 78712	*The Family—Its Role and Function*
4H-60	The National Foundation March of Dimes, Box 2000 White Plains, N.Y. 10602	*Are You His/Her Type?* *Confidential to Fathers and Fathers-To-Be.* *Fast Facts about Sicle Cell Anemia.* *Genetic Counseling.* *Nutrition and Birth Defects Prevention.* *Seven Tips for Young Adults.* *Unprescribed Drugs and Birth Defects Prevention.*

GIRL SCOUTS OF THE U.S.A.

MATERIALS DEVELOPED BY THE GIRL SCOUTS OF THE U.S.A.

The following materials are available from:

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

Code No.	Title and Description
GS-1	*Child Development Guide.* (*Guia Sobre El Desarollo del Nino* in Spanish) An activity guide in four sections for leaders (192-page version) and girls (106-page version). Includes a variety of activities with "How To's" for learning about child development and care, and building self-awareness through work with children.
GS-2	*Dreams to Reality—Health Careers.* A health career exploration program for adolescents ages 12 to 18 years. The program takes everyday job information off the drawing board and makes it come alive. Teenagers do not just read about a career in this program but they try it on, wear it around, and see if if fits. To do this the program is divided into two parts: Career Cards and an Activity Booklet.
GS-3	*Family Living Guide.* (*Guia Sobre La Vida de Familia* in Spanish) An activity guide in three sections (128 pages) for learning about family communications and decision-making, as well as one's values and personal direction. Includes family action projects and resource suggestions.
GS-4	*Making Connections.* (*Encuentros* in Spanish) A 60-page pamphlet on how to use the *Family Living Guide* in programs, including leader preparation, planning steps, and group techniques.
GS-5 GS-6	*Let's Take a Walk* and *The Great Cookie Caper.* These two booklets are the first of a series of Girl Scout program booklets designed especially for use with the younger child. They are based on the concept that from very simple activities children learn and grow. Most of the activities have several parts which children can do individually or in a group.
GS-7	*Littlest Girl Scout.* This booklet is for those agencies or groups who work with 5 and 6 year old children. It is not a detailed workbook or program plan, but it does offer ideas and suggestions from child development literature that agencies, group leaders and teenagers may find helpful in working with children.
GS-8*	*Going Places with Education for Parenthood.* Eleven-minute filmstrip and cassette on six Education for Parenthood projects. Purpose is to stimulate interest in Education for Parenthood and provide ideas for community-based projects in child centers and mental health agencies.

Also available from the Girl Scouts are the following support materials (not referenced in The Matrix):

Title and Description

Education for Parenthood Workshop Outline.
Outline for introducing the *Child Development Guide* and/or the *Family Living Guide* for use in programs; suggestions for planning.

Practically Speaking.
Thirty-two page pamphlet on how to use the *Child Development Guide* and how to carry out the Education for Parenthood program.

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*Audiovisual Materials

The following materials outline agency-conducted programs and include steps for implementation, classroom session plans, and suggested community resources. The materials are referenced in The Matrix and are available from the Council office listed:

Code No.	Title and Girl Scout Council
GS-9	*Help Them Grow and Sitters for the Handicapped Program.* Girl Scouts of Milwaukee Area 2500 North Mayfair Road Milwaukee, Wisconsin 53226
GS-10	*Human Sexuality and Family Life Skills.* Northwest Georgia Girl Scout Council, Inc. 40 Sixteenth Street, N.W. Atlanta, Georgia 30309
GS-11	*It's a Family Affair* Mid-Continent Council of Girl Scouts One East 27th Street Kansas City, Missouri 64108

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY THE GIRL SCOUTS

Code No.	Source	Title
GS12*	Scholastic, Inc. 50 W. 44th St. New York, N.Y.	*Family*
GS-13*	Scholastic, Inc. 50 W. 44th St. New York, N.Y.	*Partners*
GS-14*	Scholastic, Inc. 50 W. 44th St. New York, N.Y.	*The Individual*

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*Audiovisual Materials

NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

MATERIALS DEVELOPED BY THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

The following report is available from:

National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, New York 10016

Title and Description

Preparing Teenagers for Parenthood: A National Demonstration Project for Youth Development. A 1973-74 training report that includes a program curriculum and various program designs used in the Education for Parenthood programs conducted by the National Federation of Settlements and Neighborhood Centers.

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

Code No.	Source	Title
NFS-1	Berne, Eric Pocketbooks, 1971 New York, New York	*Sex and Human Loving*
NFS-2	Bing, Elizabeth Grosset & Dunlap, Inc. New York, N.Y.	*A Birth in the Family*
NFS-3	Bing, Elizabeth Grosset & Dunlap, Inc. New York, N.Y.	*The Lamaze Method: Six Practical Lessons for an Easier Childbirth*
NFS-4	Blake, Robert R. (Ed.) Carolina Population Center, 1969 North Carolina	*Family Planning Education Materials: An Annotated Bibliography of Selected Items*
NFS-5	Boston Women's Health Book Collective Simon and Schuster New York, N.Y.	*Our Bodies, Ourselves By and For Women*
NFS-6	Brecher, Ruth and Edward (Eds.) Signet, 1966, New York, N.Y.	*An Analysis of Human Sexual Response*

Code No.	Source	Title
NFS-7	Duvall, M.	*Love and the Facts of Life*
NFS-8	Gochros, H.; Schultz, L. Association Press, 1972 New York, N.Y.	*Human Sexulaity and Social Work*
NFS-9	Johnson, Eric W.	*Sex: Telling It Straight*
NFS-10	Kempton, Winifred Duxbury Press, 1974 North Scituate, Ma.	*A Teacher's Guide to Sex Education: For Persons with Disabilities that Hinder Learning*
NFS-11	McCandless, Boyd R. Dryden Press, 1961 Chicago, Ill.	*Adolescents: Behavior and Development*
NFS-12	Schiller, Patricia Association Press, 1974 New York, N.Y.	*Creative Approach to Sex Education and Counseling*
NFS-13	Simon, Sidney B. Hart Publishing Co., Inc. New York, N.Y. 10003	*Values Clarification*
NFS-14*	Association-Sterling Films, Inc. 600 Grand Ave. Ridgefield, N.J. 07657	*Naturally A Girl*
NFS-15*	Childbirth Education Association 81 N. York Rd. Philadelphia, Pa.	*Childbirth with Joy*
NFS-16*	Churchill Films 662 N. Robertson Blvd. Los Angeles, Calif. 90069	*Girl to Woman, Boy to Man*
NFS-17*	Churchill Films, 1968 622 N. Robertson Blvd. Los Angeles, Calif. 90069	*To Plan Your Family*
NFS-18*	Cine-Image Prod., 1972 3929 Maquoketa Drive Des Moines, Iowa 50311	*Too Soon Blues*
NFS-19*	Columbia University, 1971 New York, N.Y.	*A Matter of Choice*

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Code No.	Source	Title
NFS-20*	Encyclopedia Britannica Educational Corp., 1973 425 N. Michigan Ave. Chicago, Ill. 60611	*Trying Time*
NFS-21*	Glenn Education Films, Inc. P.O. Box 371, Monsey, N.Y. 10952 (Distributed by March of Dimes)	*More Than Love*
NFS-22*	Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Beginning to Date*
NFS-23*	Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Learning About Sex*
NFS-24*	Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Sex: A Moral Dilemma for Teenagers*
NFS-25*	Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Young, Single and Pregnant*
NFS-26*	Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Becoming a Woman*
NFS-27*	The National Foundation March of Dimes 800 Second Ave. New York, N.Y. 10017	*Tomorrow Happens Today*
NFS-28*	Paulist Productions	*A Chance of Love*
NFS-29*	Perennial Education, Inc. P.O. Box 236 Northfield, Ill. 60093	*About Conception and Contraception*
NFS-30*	Distributed through Planned Parenthood, 1974	*A Baby Is Born*
NFS-31*	Distributed through Planned Parenthood, 1973	*A Far Cry from Yesterday*
NFS-32*	Planned Parenthood Center 1972. 202 16th Ave. South Seattle, Wa. 98144	*Hope Is Not a Method*

*Audiovisual Materials

Code No.	Source	Title
NFS-33*	Distributed through Planned Parenthood, 1974	*It Couldn't Happen to Me*
NFS-34*	Distributed through Planned Parenthood, 1972	*Lynn and Smitty Give Birth to Erica*
NFS-35*	Planned Parenthood Center 1972. 202 16th Ave. South Seattle, Wa. 98144	*Old Enough to Know*
NFS-36*	Distributed through Planned Parenthood, 1973	*The Birth Day*
NFS-37*	Precision Film Labs, Inc. 21 W. 46th St. New York, N.Y. 10036	*Human Reproduction*

SUPPLEMENTAL MATERIALS RECOMMENDED BY THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS (NOT REFERENCED IN THE MATRIX)

Source	Title
Gordon, Sol Printing House of Charles Brown, Inc. Plainview, N.Y. 11803	*Facts About Sex*
Gordon, Sol The Institute for Family Research and Education 760 Ostrom Ave. Syracuse, N.Y. 13210	*Ten Heavy Facts About Sex*
Guttmacker, Alan F.	*Understanding Sex: A Young Person's Guide*
Association Press, 1968 New York, N.Y.	*The Non-Verbal Method in Working with Groups*
Taylor, Donald L. Davis Co., 1970 Philadelphia, Pa.	*Human Sexual Development: Perspective in Sex Education*
The Institute of Family Research and Education 760 Ostrom Ave. Syracuse, N.Y. 13210	*Protect Yourself from Becoming an Unwanted Parent*
*Encyclopedia Britannica Educational Corp., 1973 425 N. Michigan Ave. Chicago, Ill. 60611	*V.D.: The Hidden Epidemic*

*Audiovisual Materials

Source	Title
*Guidance Associates 751 Third Ave. New York, N.Y. 10017	*Me, Myself . . . and Drugs*
*Perennial Education, Inc. P.O. Box 236 Northfield, Ill. 60093	*Parent to Child About Sex*
*Perennial Education, Inc. P.O. Box 236 Northfield, Ill. 60093	*V.D.: Prevent It*
*Planned Parenthood World Population, 1971 2340 Clay St. San Francisco, Calif. 94115	*Right Now, It's a Love Trip*

THE SALVATION ARMY

MATERIALS DEVELOPED BY THE SALVATION ARMY

The following materials are available from:

The Salvation Army
120 West 14th Street
New York, New York 10011

Code No.	Title and Description
SA-1	*All About Children.* Six units for girls in an on-going organized group, leading possibly to special recognition points. Emphasis on self-understanding, knowledge about children, skills development.
SA-2	*Breaking Barriers: A Workshop Series in Human Relations Skills.* Eight Sessions based on *Liberated Parents/Liberated Children* by Adele Faber and Elaine Mazlish. Emphasis on self-esteem and skills development.
SA-3	*Education for Adulthood.* Six units extending over 57 sessions (can be condensed) for inner-city teenagers. Emphasis on developing leadership skills, employment potential in child care, ability to cope with responsibility for self and others.
SA-4	*Every Child and Family Matters.* Four units of varying lengths for troubled girls in residential care, with community outreach. Emphasis on building self-esteem, ability to cope, dealing with authority, knowledge about children.

*Audiovisual Materials

Code No.	Title and Description
SA-5	*Every Child Matters.* A six-session and a five-session course for high calibre young people who are future leaders in religious work. Emphasis on self-awareness, knowledge about children, skills development.
SA-6	*Family Life Program.* Four units for parents and grandparents of teenagers. Emphasis on knowledge about children and young people, community impact, discipline, dealing with stress.
SA-7	*Learning About Families.* Twelve units for counselor training in overnight camps. Emphasis on self-understanding, knowledge about children, careers in child care, skills development.
SA-8	*Learning for Living.* Six-month weekly session for teenagers living in institutional care. Emphasis on self-esteem, knowledge about children, career development.
SA-9	*Mañana.* Five units extending over six months, weekly sessions for potential leaders in community centers in Puerto Rico. Emphasis on self-understanding, knowledge about children, career development. Available also in Spanish.
SA-10	*Tender Loving Care.* Units of varying lengths for teenage mothers and young children in residential centers. Emphasis on building self-esteem, knowledge about children and their care, community resources.
SA-11	*Working with Children.* Units of varying lengths for troubled teenagers living in group care. Emphasis on self-esteem, knowledge about children, community resources, career and skills development.
SA-12	*Youth in Education Service—YES* Sixteen units for teenage leaders in day camps and community centers. Emphasis on self-understanding, knowledge about children, careers in child care, skills development.

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY THE SALVATION ARMY

Code No.	Source	Title
SA-13	Channing L. Bete Co. 45 Federal Street Greenfield, Mass. 01301	*As You Grow Up*
SA-14	Channing L. Bete Co. 45 Federal Street Greenfield, Mass. 01301	*So You're Going to Have a Baby*

Code No.	Source	Title
SA-15	Channing L. Bete Co. 45 Federal Street Greenfield, Mass. 01301	*What's a Family?*
SA-16	Faber, Adele and Mazlish, Elaine Grosset and Dunlap, 1974 New York, N.Y.	*Liberated Parents, Liberated Children*
SA-17	Fraiberg, Selma Scribners, 1959	*The Magic Years*
SA-18	McGraw-Hill, New York, N.Y.	*Marlo Thomas and Friends* *Free To Be . . . You and Me* (Paperback)
SA-19	National Foundation March of Dimes Box 2000 White Plains, N.Y. 10602	*Be Good to Your Baby Before It is Born* (Pamphlet)
SA-20	Distributed through Planned Parenthood	*Birth Control, All the Methods That Work and the Ones That Don't*
SA-21	Distributed through Planned Parenthood	*Services for Teenagers*
SA-22	Powell, John. Argus Communications 7440 Natchez Avenue Niles, Ill. 60648	*Why Am I Afraid to Tell You Who I Am?* (Pamphlet)
SA-23	Simon, Sidney. Argus Communications 7440 Natchez Avenue Niles, Ill. 60648	*I Am Lovable and Capable*
SA-24	St. Geme, Joseph W. Sutherland Learning Associates 8425 West Third St. Los Angeles, Calif. 90048	*Child Care, A Manual*
SA-25*	Bell Records 1776 Broadway New York, N.Y. 10019	*Marlo Thomas and Friends* *Free To Be . . . You and Me*
SA-26*	Brigham Young University Media Marketing, W-STAD Provo, Utah 84602	*Cipher in the Snow*

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*Audiovisual Materials

Code No.	Source	Title
SA-27*	California Children's Home Society, Public Relations Dept. 3100 West Adams Blvd. Los Angeles, Calif. 90018	*Growing Up Together: Four Teen Mothers and their Babies*
SA-28*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Becoming a Woman/Becoming a Man*
SA-29*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Coping with Jealousy*
SA-30*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Developing Values*
SA-31*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Family Planning Today*
SA-32*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*I Never Looked at It That Way Before*
SA-33*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Personal Commitment: Where Do You Stand?*
SA-34*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Reflections of Myself*
SA-35*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Setting Goals*
SA-36*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Your Personality: The You Others Know*
SA-37*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Beginning to Date*
SA-38*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Me, Myself . . . And Drugs*

*Audiovisual Materials

Code No.	Source	Title
SA-39*	Guidance Associates Filmstrips 751 Third Ave. New York, N.Y. 10017	*Young, Single and Pregnant*
SA-40*	International Order of Foresters Florence Hallum Child Abuse Fund 100 Border Avenue, Suite B Solana Beach, Calif. 92075	*Fragile—Handle with Care*
SA-41*	McGraw-Hill Film Rental Princeton Road Hightstown, N.J. 08520	*He Acts His Age*
SA-42*	National Foundation March of Dimes Box 2000 White Plains, N.Y. 10602	*Inside My Mom* (Filmstrips-Sound)
SA-43*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*Child Abuse and Neglect* (Filmstrips-Sound)
SA-44*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*Everyday Problems of Young Children* (Filmstrips-Sound)
SA-45*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*The Economics of Parenthood* (Filmstrips-Sound)
SA-46*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*The Child's Relationship to Family* (Filmstrips-Sound)
SA-47*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*Preparing the Child for Learning* (Filmstrips-Sound)
SA-48*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*The Child's Point of View* (Filmstrips-Sound)
SA-49*	Parents Magazine 52 Vanderbilt Avenue New York, N.Y. 10017	*Development of Feelings in Children* (Filmstrips-Sound)
SA-50*	Perennial Education P.O. Box 236 Northfield, Ill. 60093	*A Baby Is Born*

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*Audiovisual Materials

Code No.	Source	Title
SA-51*	Perennial Education P.O. Box 236 Northfield, Ill. 60093	*About Conception and Contraception*
SA-52*	Perennial Education P.O. Box 236 Northfield, Ill. 60093	*Families*
SA-53*	Perennial Education P.O. Box 236 Northfield, Ill. 60093	*Human Growth*
SA-54*	Perennial Education P.O. Box 236 Northfield, Ill. 60093	*V.D. Prevent It*
SA-55*	Planned Parenthood-World Population, 810 7th Ave. New York, N.Y. 10019	*Lynn and Smitty Give Birth to Erica*
SA-56*	Sutherland Learning Associates 8425 West Third St. Los Angeles, Calif. 90048	*Parent Aid Films*
SA-57*	Withers, Bill Sussex Records	*Lean on Me*

SUPPLEMENTAL MATERIALS RECOMMENDED BY THE SALVATION ARMY (NOT REFERENCED IN THE MATRIX)

Source	Title
Brown, Roscoe C., Jr. Sperry and Hutchinson New York, N.Y.	*Black Culture Quiz*
Frank, Anne Doubleday New York, N.Y.	*Diary of Anne Frank*
King James Version	*The Bible*
Purdential Insurance Co. Health Series	*Safety Is No Accident*
Salk, Lee Warner Brothers Books, 1973 New York, N.Y.	*What Every Child Would Like His Parents to Know*

*Audiovisual Materials

Source	Title
Spock, Benjamin Pocket Books, 1968 New York, N.Y.	*Baby and Child Care*
Stephen, Joseph M. (Ed.) Avon Books New York, N.Y. 10019	*The Me Nobody Knows*
The Living Bible	*The Bible*
*Association/Sterling Films 600 Grand Avenue Ridgefield, N.J. 07657	*War of the Eggs*

SAVE THE CHILDREN FEDERATION

MATERIALS DEVELOPED BY THE SAVE THE CHILDREN FEDERATION

The following materials are available from:

Save the Children Federation
Appalachian Program
P.O. Box 319
Berea, Kentucky 40403

Code No.	Title and Description
SCF-1	*Learning by Doing: A Training Manual for Teenagers.* A sixty-page manual with graphic illustrations to be used by teen participants as a guide to one-to-one field work with young children. The Education for Parenthood group leader would also use it to plan group workshops on appropriate methods of interacting with young children and on the construction of inexpensive toys and learning games made from commonly available objects.
SCF-2*	*What Is a Family?* A synchronized-slide presentation that examines different family lifestyles. It provides brief historical tracings of various family structures from the 17th Century to the present. The presentation is effective in stimulating discussion with teenagers about families and family life. Synchronized-slide equipment is necessary.

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*Audiovisual Materials

Also available from the Save the Children Federation are the following materials not referenced in The Matrix:

Title and Description

Education for Parenthood: A Manual for Group Leaders.
A forty-seven page printed manual to be used by group leaders as a guide for establishing and operating Education for Parenthood programs. Although developed for rural programs, most of the concepts are adaptable for other groups because the primary thrust concerns the processes rather than the specifics of Education for Parenthood programming. The listing of community and national resources should be particularly beneficial.

**Discipline.*
A fifteen-minute synchronized-slide presentation that examines the discipline of children from a variety of conflicting opinions. It includes a historical accounting of how the popularly accepted methods of discipline have varied with different social eras. A primary value of using this with Education for Parenthood groups would be in generating discussion, values clarification exercises and role-playing skits. It can only be used by those having access to synchronized-slide equipment.

IMPORTANT MATERIALS AVAILABLE FROM OTHER SOURCES USED BY THE SAVE THE CHILDREN FEDERATION

Code No.	Source	Title
SCF-3	Gordon, Thomas Peter H. Wyden, Inc., 1970	*Parent Effectiveness Training*
SCF-4	Raths, Louis E.; Harmin, Merrill; and Simon, Sidney Charles E. Merrill Publishing Co., 1966 Columbus, Ohio	*Values and Teaching.* (A textbook available at bookstores or from the publisher that could be used by group leaders interested in including values clarification exercises in Education for Parenthood programs. The descriptions of humanistic approaches and of various teaching/learning strategies in values clarification and education are adaptable to any group.)
SCF-5	Simon, Sidney Hart Publishing Co. Inc. New York, N.Y. 10003	*Values Clarification*

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*Audiovisual Materials

EXPLORING CHILDHOOD MATERIALS

MATERIALS DEVELOPED BY THE EDUCATION DEVELOPMENT CENTER

For a description of the following materials, please see the *Exploring Childhood Program Overview and Catalog of Materials* available from:

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Code No.	Title
EDC-1	*Babies Are Beginnings* (Card Set)
EDC-2	*Beyond the Front Door* (Booklet)
EDC-3	*Child's Eye View* (Booklet)
EDC-4	*Child's Play* (Booklet)
EDC-5	*Children's Art* (Booklet)
EDC-6	*Children in Society* (Booklet)
EDC-7	*Children's Tracks* (Data Packet)
EDC-8	*Childhood Memories* (8 Pamphlets)
EDC-9	*Directions in Development* (Poster)
EDC-10	*Doing Things* (Booklet)
EDC-11	*Drawing Sort* (Poster)
EDC-12	*Fear, Anger, Dependence* (Booklet)
EDC-13	*Getting Involved* (Booklet)
EDC-14	*How the World Works* (Booklet)
EDC-15	*Looking at Development* (Booklet)
EDC-16	*Making Connections* (Booklet)
EDC-17	*No Two Alike* (Booklet)
EDC-18	*Raising a Family Alone* (Booklet)

Code No.	Title
EDC-19	*The Inquirer* (Tabloid)
EDC-20	*Under Stress: Keeping Children Safe* (Booklet)
EDC-21	*We Are a Family* (Poster)
EDC-22	*What About Discipline?* (Booklet)
EDC-23	*What Is a Child?* (Poster)
EDC-24	*What Is a Preschool Like?* (Booklet)
EDC-25*	*A Case Study of Family Stress* (Record)
EDC-26*	*All in the Game* (Film)
EDC-27*	*Around the Way with Kareema* (Film)
EDC-28*	*At the Doctor's* (Film)
EDC-29*	*Bill and Suzi: New Parents* (Film)
EDC-30*	*Broken Eggs* (Film)
EDC-31*	*Case Studies in Raising a Family Alone* (Record)
EDC-32*	*Children with Special Needs Go To School* (Filmstrip/Record)
EDC-33*	*Clay Play* (Film)
EDC-34*	*Commentaries on Family and Society Films* (Record)
EDC-35*	*Craig at Home* (Film)
EDC-36*	*Families Revisited: Jenny is Four; Rachel is Seven* (Film)
EDC-37*	*From My Point of View* (Film)
EDC-38*	*Gabriel is Two Days Old* (Film)
EDC-39*	*Girl of My Parents* (Film)
EDC-40*	*Half a Year Apart* (Film)
EDC-41*	*Helping Is . . .* (Film)
EDC-42*	*Helping Skills* (Record)
EDC-43*	*Howie at Home* (Film)

*Audiovisual Materials

Code No.	Title
EDC-44*	*Howie at School* (Film)
EDC-45*	*Jeffrey at Home* (Film)
EDC-46*	*Little Blocks* (Film)
EDC-47*	*Memories of Adolescence* (Record)
EDC-48*	*Michael's First Day* (Film)
EDC-49*	*Michelle at Home (Hi Daddy!)* (Film)
EDC-50*	*Oscar at Home* (Film)
EDC-51*	*Oscar at School* (Film)
EDC-52*	*Painting Time* (Film)
EDC-53*	*Rachel at Home* (Film)
EDC-54*	*Racing Cars* (Film)
EDC-55*	*Raising Michael Alone* (Film)
EDC-56*	*Raising a Family Alone (Daniel)* (Film)
EDC-57*	*Sara Has Down's Syndrome* (Film)
EDC-58*	*Seiko at Home* (Film)
EDC-59*	*Seiko at School* (Film)
EDC-60*	*Storytime* (Film)
EDC-61*	*Teacher, Lester Bit Me* (Film)
EDC-62*	*Water Tricks* (Film)
EDC-63*	*Young Children on the Kibbutz* (Film)
EDC-64**	*Child's Play (Examining the Meaning of Play for Children)*
EDC-65**	*Child's Eye View (Seeing How Children View Others and the Ways Children's Views Change with Development)*
EDC-66**	*Children's Art (Learning About Children's Development from Their Art Experiences)*
EDC-67**	*Family and Society: One (Explaining What is Transmitted in Caregiving Interactions)*

*Audiovisual Materials **Teacher's Guide

Code No.	Title
EDC-68**	*Family and Society: Two* *(Exploring How Experiences Outside the Family Affect a Child's Development)*
EDC-69**	*Family and Society: Three* *(Finding Out About the Resources, Agencies, and Values that Society Provide for Children)*
EDC-70**	*Fear, Anger, Dependence* *(Understanding and Helping Children Who Are Coping with Strong Feelings)*
EDC-71**	*How the World Works (Understanding How Children Make Sense of the World)*
EDC-72**	*Looking at Development and Making Connections (Learning about Children's Development and How to Support It)*
EDC-73**	*No Two Alike (Examining Feelings and Developing Skills for Working with Special Needs Children)*
EDC-74**	*Seminars for Parents*
EDC-75**	*Seminars for Teachers*
EDC-76**	*Teaching and Evaluation Strategies*
EDC-77**	*Under Stress (Learning How Stressful Situations Endanger Children and How to Get Help)*
EDC-78**	*What is a Family? and What It Means to be a Single Parent Family, and Strengthening the Single Parent Family*
EDC-79**	*Will Our Children Be Healthy?*
EDC-80**	*Working With Children (Preparing for Work with Children and Learning Ways to Discuss Field Work)*

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APPENDIX A.

SAMPLE INTERVIEW FORM TO IDENTIFY TEENS GENERAL INTERESTS AND PROBLEMS

We're delighted you're participating in our agency program. We don't want the program to be like school, where you are told what to learn. We'd like you to tell us what is important to you and we'll try to design a program around that. You can help by answering some questions. Thanks for your help.

1. Describe a typical day for you. (What do you do during a day?)

2. The most difficult part of my day is . . .

3. The best part of my day is . . .

4. My friends give me trouble when . . . (describe what happens, what they do).

5. What I like doing most is . . .

6. What I like doing least is . . .

7. The reason I want to be with other teens are:

8. Describe what you think a teen who joins this agency is like?

9. What things would you like to see included in after-school program activities?

☐ career exploration
☐ work with younger kids
☐ sports
☐ parties
☐ job training
☐ T.V.
☐ crafts/shop
☐ camping

APPENDIX B.

WHO ARE YOU?

	Levels of Learning		
	Feelings	**Facts and Ideas**	**Skills**
SELF AWARENESS			
Knowledge of self as a person and awareness of individuality			
Knowledge of one's own ability to make decisions			
Understanding own and others' values (Value clarification & judgment)			
Developing confidence in self			
Ability to have realistic expectations for child and self			
Loving and letting go			

WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
SELF AWARENESS (continued)			
Understanding your own needs to have children			
Influence of how your parents treated you on your feelings about parenthood			
Understanding importance of self esteem and how to build it in a child			
Ability to recognize one's own mistakes and say you are wrong			
Humility			
Understanding one's own capabilities and limitations			
How to cope as a single parent			

WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
SELF AWARENESS (continued)			
Desire to be a parent			
Understanding that parenthood is optional			
Recognizing that parents' and children's actions are not always consistent			
How to deal with solicited and unsolicited advice			
Ability of parents to establish a life apart from parenthood			
RELATING WITH OTHERS			
Value of time with children			
Understanding own and others' values (Value clarification & judgment)			

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
RELATING WITH OTHERS (continued)			
Positive attitude toward parenting			
Ability to recognize own mistakes and say you are wrong			
Humility			
Importance of being able to reveal needs to others who might be able to help your child and a willingness to get help from others			
Identifying ways in which to show love			
How to change attitudes and habits in children			
Value of individual activity and spending time on one-to-one basis			

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WHO ARE YOU?

		Levels of Learning	
	Feelings	Facts and Ideas	Skills
RELATING WITH OTHERS (continued)			
Family dynamics and sibling relationships			
Benefits of relationships between parent and teacher, and relating to other people who are in contact with your child			
Recognition of importance of relationships between male and female/mother and father			
Awareness of individuality when interacting with others			
Recognition that parents can have an impact on institutions			
Physical affection			
Visible affection between parents			
How to deal with solicited and unsolicited advice			
Loving and letting go			

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WHO ARE YOU?

	Levels of Learning		
	Feelings	**Facts and Ideas**	**Skills**
ATTITUDES AND APPROACHES TO LIFE			
Understanding own and others' values (Value clarification & judgment)			
Willingness to get help from others			
Developing confidence in self			
Positive attitude toward parenting			
Developing a sense of humor about problems			
Ability to have realistic expectations for child and self and not expecting everything to be perfect			
Loving and letting go			

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WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
ATTITUDES AND APPROACHES TO LIFE (continued)			
Understanding that parenthood is optional			
Ability to recognize one's own mistakes and say you are wrong			
Humility			
Ability to enjoy the present			
Understanding varying lifestyles			
Desire to be a parent			
Realistic expectations for self			
Ability of parents to establish a life apart from parenthood			
How to change attitudes and habits			

WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
ATTITUDES AND APPROACHES TO LIFE (continued)			
Keeping promises			
Consistency			
How to deal with solicited and unsolicited advice			
Knowledge of one's own abilities to make decisions			
HUMAN SEXUALITY			
Understanding that parenthood is optional			
Influence of how your parents treated you on your feelings about parenthood			
Understanding importance of relationships between male and female/mother and father			
Identifying ways in which to show love			

WHO ARE YOU?

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
HUMAN SEXUALITY (continued)			
Parents' understanding of their own sexuality and sexuality of their children			
Desire to be a parent			
Basic body construction and operation			
Physical affection			
Visible affection between parents			

CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PRENATAL			
Children are born with their own special temperament			
Genetic abnormalities			
Impact of parent on life of child			
Prenatal factors and birth			
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT			
Ability to have realistic expectations for child and self			
Seeing the child as a separate person			
Understanding importance of self esteem and how to build it in a child			

CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Ability to accept child's problems and not condemn them			
Identifying ways in which to show love			
How to change attitudes and habits in children			
Value of one-to-one parent-child relationships			
Family dynamics and sibling relationships			
Differences between children and adults			
Child's view of things			

CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Children are born with their own special temperament			
Children's needs, interests and abilities at different ages and stages			
Value of play to child			
Basic body construction and operation			
Bodily skills: What children can and can't do			
Theories of child development			
Impact of parent on life of child			

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CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Survival skills for children including learning how to eventually provide for a family			
Benefits of relationships between parent and teacher, and relating to other people who are helping or in contact with your child			
Recognizing that parents are models and understanding how children learn from modeling			
Influence of peer relationships			
Influence of how your parents treated you on your feelings about parenthood			
Need for positive motivation			
Child's education is a whole process in which parents are heavily involved			
Recognizing that parents' and children's actions are often inconsistent			
Value of family experiences			

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CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Understanding the skills needed at each developmental level in order to learn to be good parents			
Awareness of individuality			
Understanding the importance of parent-child relationships and how to develop them			
Teaching children good manners, social skills, and morals			
Exposing a child to a variety of learning opportunities and experiences			
Trying to meet the physical, educational, and mental needs of children			

CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
PHYSICAL, INTELLECTUAL, SOCIAL DEVELOPMENT (continued)			
Ability to help children develop their own decision-making skills and to be somewhat independent			
Giving a child a chance to make choices without too much risk with some room for letting child experience failure			
Early childhood stimulation			
Providing an appropriate environment with toys and activities			
Understanding value clarification and judgment			
BEHAVIOR & DISCIPLINE			
Value of time with children			
Ability to accept child's problems and not condemn them			

CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
BEHAVIOR & DISCIPLINE (continued)			
How to change attitudes and habits in children			
Child's view of things			
Purpose and nature of discipline and the difference between discipline and punishment			
Impact of parent on life of child			
Understanding that parents are models and how children learn from modeling			
Influence of peer relationships			
Need for positive motivation			
Knowing the importance of self esteem and how to build it in a child			

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CHILDREN

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
BEHAVIOR & DISCIPLINE (continued)			
Teaching children good manners, social skills, and morals			
How to motivate parents enough to follow through, apply the knowledge, act on what is known			
Consistency			
Ability to help children develop their own decision-making skills and to be somewhat independent			
Giving a child a chance to make choices without too much risk with some room for letting child experience failure			
CHILDREN WITH SPECIAL NEEDS			
Ability to accept child's problems and not condemn them			
Possibility of coping with and adjusting to children with handicaps			
Genetic abnormalities			
CHILD HEALTH & SAFETY			
Practical health and safety			
Legal requirements			
Nutrition			
Health care			

FAMILY & ENVIRONMENT

Levels of Learning

	Feelings	Facts and Ideas	Skills
PARENT'S NEEDS & STYLES			
Value of time with children			
Caregiver's needs			
Loving and letting go			
Understanding your own needs to have children			
Understanding importance of relationship between male and female/mother and father			
Needs of the single parent and how to cope as a single parent			
Family dynamics and sibling relationships			
Differences between children and adults			
Realistic expectations for self			

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FAMILY & ENVIRONMENT

Levels of Learning

	Feelings	Facts and Ideas	Skills
PARENT'S NEEDS & STYLES (continued)			
How to motivate parents enough to follow through, apply the knowledge, act on what is known			
FAMILY LIFESTYLES			
Value of time with children			
Understanding that parenthood is optional			
Understanding importance of self esteem and how to build it in a child			
Knowing how to make a home			
Understanding varying lifestyles			
Family dynamics and sibling relationships			

FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	**Facts and Ideas**	**Skills**
FAMILY LIFESTYLES (continued)			
Importance of parent-child relationship and how to develop it			
Value of the family experience and the ability of the family to function as a whole			
Parents being able to establish a life apart from parenthood			
Knowledge of self			
COMMUNITY RESOURCES			
Importance of being able to reveal needs to others who might be able to help your child			
Knowledge of resources available to help			
Benefits of relationships between parent and teacher and relating to other people who are in contact with your child			
Parents can have an impact on institutions			

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FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
COMMUNITY RESOURCES (continued) That child's education is a whole process in which parents are heavily involved			
CHILDREN'S RIGHTS Seeing child as a separate person			
Understanding adult responsibilities such as a parent, teacher, etc.			
Implications of and rights of the child			
Legal requirements			
PARENT'S RIGHTS Legal requirements			
Implications of and rights of the child			
STRESS Understanding effects of stress on caregivers			
FAMILY MANAGEMENT Knowledge of one's own ability to make decisions			

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FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
FAMILY MANAGEMENT (continued)			
Positive attitude toward parenting			
Knowing how to make a home			
Realistic expectations for child			
Understanding adult responsibilities such as a parent, teacher, etc.			
Legal requirements			
Economic factors of raising a child			
Survival skills for children including learning how to eventually provide for a family			
Understanding that parents are models and how children learn from modeling			
Knowing how to organize time			
How to motivate parents enough to follow through, apply the knowledge, act on what is known			

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FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
FAMILY COMMUNICATION			
Value of time with children			
Ability to have realistic expectations for child and self			
Identifying ways in which to show love			
Family dynamics and sibling relationships			
Importance of parent-child relationships and how to develop it including a one-to-one parent-child relationship			
Value of family experience			

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FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
FAMILY COMMUNICATION (continued)			
Communicating love to the child			
How to motivate parents enough to follow through, apply the knowledge, act on what is known			
Parent as a model			
Communication skills, listening			
CHILDREN'S NEEDS			
Value of time with children			
Understanding the importance of self esteem and how to build it in a child			
Identifying ways in which to show love			

FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
CHILDREN'S NEEDS (continued)			
Value of play to a child			
Understanding adult responsibilities such as a parent, teacher, etc.			
Importance of parent-child relationships and how to develop it including a one-to-one parent-child relationship			
Survival skills for children including how to eventually provide for children			
Exposing a child to a variety of learning opportunities and experiences			
Trying to meet the physical, educational and mental needs of children			

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FAMILY & ENVIRONMENT

	Levels of Learning		
	Feelings	Facts and Ideas	Skills
CHILDRENS NEEDS (continued)			
Communicating love to the child			
Ability to help children develop their own decision-making skills and to be somewhat independent			
Giving a child a chance to make choices without too much risk with some room for letting child experience failure			

APPENDIX C.

BEHAVIOR ASSOCIATES' EDUCATION FOR PARENTHOOD EVALUATION PROJECT STAFF

- Project Director
  - Larry A. Morris, Ph.D.
- Field Coordinator
  - James C. Petersen, Ph.D.
- Evaluation Specialists
  - Jean M. Baker, Ph.D.
  - Rachel Burkholder, Ph.D.
  - Ralph J. Wetzel, Ph.D
- Data Processing
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  - Karen Wetherby
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- Graphics Design
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- Statistical Consultant
  - Darrell Sabers, Ph.D.
- Cover Design
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